DOCUMENT RESUME

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Descriptors-*Abstracts, Education, *Indexes (Locaters)
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

ED 179 683 CE 015 023

Pautler, Albert J., Jr.

Vocational Education and the Delivery of Manpower Services: A Human Resource Management Course Monograph. No. 3.

State Univ. of New York, Buffalo. Human Resources Inst.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Pub Date-Jan 78
Grant-DOL-31-36-74-02
Note-45p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Policy, Articulation (Program), *Course Descriptions, Curriculum Guides, Delivery Systems, Education Work Relationship, Graduate Study, *Human Resources, Interagency Cooperation, *Manpower Development, Manpower Needs, *Manpower Utilization, Vocational Education, *Vocational Education Teachers
Identifiers-*Comprehensive Employment and Training Act, New York

A graduate-level course was developed to acquaint vocational educators and human resources development specialists with items of mutual concern in a seminar-like educational experience. The course attracted both educators and manpower personnel, such as those administering CETA (Comprehensive Employment and Training Act) programs. Topics addressed in the course included (1) articulation between vocational education and CETA; (2) relevant legislation; (3) structure and resources for the delivery of manpower services; (4) vocational education in New York state; (5) determining local manpower needs; (6) manpower and vocational policy; and (7) development of an articulation model. Instructional strategy included guest speakers, visits to agencies, group discussion, individual research, and small group research projects in which vocational educators and CETA personnel were forced to work together to address areas of mutual concern. It is noteworthy that a mixture of degree-seeking students and practitioners together in a course presents some problems, none of which is insurmountable. (Relevant curriculum materials are appended, and the main areas covered are described in five class modules.) (CP)

ED 179 684 CE 016 607

Area XV Career Education Research & Planning. Final Report.

Indian Hills Community Coll., Ottumwa, Iowa.
Pub Date-30 May 75
Note-164p.; Not available in paper copy due to light print ; Prepared in collaboration with the Area XV Career Education Research and Planning Advisory Committee, IA
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Awareness, *Career Education, *Educational Policy, Educational Responsibility, Elementary Secondary Education, *Government School Relationship, Policy Formation, Program Administration, Program Development, Program Evaluation, Program Planning, *Regional Planning, School Districts, State Agencies, Surveys
Identifiers-Iowa

Critical issues in career education are addressed in this report of an advisory committee seeking input and making recommendations for career education implementation in Iowa. Recommendations addressing state, area, and local school district responsibilities are grouped into three main perspectives: planning, implementation, and evaluation. The recommendations cover such areas as career awareness, curriculum development, encouragement of community involvement, staff training, and provision for evaluation. The report offers proposed state regulations on services and program management, on state and local responsibilities and facilities, and on funding. Separate sections provide an overview of the information base underlying the recommendations, and discuss the development and administration of the survey used to gather data and opinions. Survey results are tabulated, with comparison of mutual question responses from students, staff, parents, and area businesses. Minutes of committee meetings are also included. (CP)

ED 179 685 CE 017 090

Patton, Bob Cox, Cecil

Vocational Agriculture III. A Curriculum Guide, 11th Grade.

Pub Date-78
Note-840p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
Descriptors-Agricultural Engineering, Animal Science, Behavioral Objectives, *Core Curriculum, Curriculum Guides, Farm Management, Grade 11, Leadership Training, Learning Activities, Plant Science, Secondary Education, State Curriculum Guides, Units of Study, Visual Aids, *Vocational Agriculture
Identifiers-Oklahoma

Designed to provide a basic core of instruction for the third year of agriculture in Oklahoma, this guide is for use by teachers and their eleventh grade students. Instructional content is in five sections, each with four or more units: soil science, leadership, animal science, farm business management, and agricultural mechanics. Each unit contains behavioral objectives in two forms, unit objectives (stating subject matter to be covered in the unit) and specific objectives (stating student performance necessary to reach unit objectives). It is suggested that objectives be reviewed by teacher and student, and that the teacher feel free to add objectives which will correlate material to community and student needs. Each unit includes suggested activities and accompanying materials (assignment sheets, job sheets, test sheets and answers, information sheets, visual aids). Information sheets include the content needed for meeting the cognitive objectives of the unit. Assignment sheets provide paper and pencil learning activities which give direction to study and can be used for checking student progress. Answers are also included. (FP)

ED 179 686 CE 019 394

Comprehensive State Plan for Implementing Career Education in the Elementary and Secondary Schools. Oregon State Plan. Career Educational Final Project Performance Report, July 1, 1976-June 30, 1977.

Oregon State Dept. of Education, Salem.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-77
Grant-G007604422
Note-278p.; Not available in paper copy due to light print; For related documents see ED 132 284 and ED 138 786
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, *Career Education, Community Involvement, Counselor Training, Data Analysis, Educational Objectives, Educational Resources, Elementary Secondary Education, Evaluation Methods, Information Dissemination, *Master Plans, Measurement Instruments, *Needs Assessment, Program Development, Resource Guides, *State Programs, *Statewide Planning
Identifiers-Education Amendments 1974, *Oregon

Ten major activities comprised the development of the Oregon State Plan for Career Education. (1) An advisory group was formed to provide advice and assistance during the developmental stages. (2) It was determined to base the plan on an assessment of student needs. (3) Goals in the areas of career awareness and exploration were evaluated and prioritized by members of the business, labor, industrial, government and educational communities. Following the distribution of 5000 (1,275 returned) Career Education Priority Assessment instruments, a career education student competency assessment instrument was developed. (4) The Oregon Counsleor Training Needs Assessment was developed to ascertain the extent to which training and retraining of educational personnel is needed. (5) State and nationwide resources were identified by the Program Coordination Center. Additional information was obtained from the "State Career Education Resource Guide" developed on request by the National Center for Career Education at the University of Montana. (6) Following this, short and long range plans for program development and implementation were developed and (7) evaluation methods were developed in a two-phase approach. (8) An assessment of problems and changes was made, (9) followed by a description of dissemination activities and (10) special activities to be included in the plan. (The major portion of this report is appendixes, which include the instruments, data analysis, working papers, goals, and objectives.) (FP)

ED 179 687 CE 019 520

Heyneman, Stephen P., Ed.

Six Views on Three Issues Related to Education and Work. Report of a Symposium in Debate Form Held June 28, 1977.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date-Jun 77

Contract-400-76-1046

Note-109p.; Sponsored in part by the Federal Interagency Panel for Research on Adolescence

Pub Type- Opinion Papers (120) -- Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Career Choice, *Career Development, *Career Education, Career Planning, Cooperation, Cooperative Planning, Debate, Employment Projections, *Employment Trends, Essays, Failure Factors, Foreign Countries, Intervention, Job Skills, Occupational Choice, Program Coordination, *School Industry Relationship, Success Factors, Underemployed, Unemployment, *Vocational Education, *Youth Employment

Identifiers-School to Work Transition

This report presents six papers resulting from a symposium held June 28, 1977, to debate the validity of three assumptions on education-and-work programs, particularly in relation to youth employment. Question 1, Who should say what a child should prepare for: the child or the community?'', is answered by Peter Schrag and Margaret Fallers, both of whom agree that adult intervention is necessary but disagree on the methods to be used. Question 2, Can we predict which skills will be saleable?'', is responded to by Garth L. Mangum and C. Arnold Anderson. Mangum says, given that U.S. occupational structure is fairly stable, we should concentrate on developing criteria for determining individual skills and look closely at the important issues of career education. Anderson states that because the job possibilities for students cannot be forecasted reliably, appropriate preparatory classes cannot be specified in more than general terms. The third issue, Collaboration between education, labor, and business is there sufficient impetus?'', is discussed by Willard Wirtz and David K. Cohen. Their papers examine (1) the effects of unemployment and underemployment; (2) the transition from youth to adult; (3) the applicability of foreign education and work strategies to the United States; and (4) the collaboration efforts to date of schools, labor, and business. The last paper, by Steven P. Heynemann, summarizes the debates on the three issues. (ELG)

ED 179 688 CE 019 975

Musselman, Richard C.

Adapting and Implementing an Experience-Based Career Education Model at Newark High School.

Pub Date-30 Apr 78
Note-354p.; Dissertation, Nova University; Some parts of this document will not reproduce well due to small and broken print
Pub Type- Reports - Descriptive (141) - Dissertations/Theses (040)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Career Awareness, *Career Education, Career Exploration, *Demonstration Programs, Educational Alternatives, Grade 11, Grade 12, Learning Activities, Models, *Program Development, Program Planning, *Relevance (Education), *School Community Cooperation, School Community Relationship, Secondary Education, Student Needs, Work Experience
Identifiers-Delaware (Newark), *Experience Based Career Education, Newark High School

Inability to relate classroom experiences to the real world in the community was greatly impeding the learning process for some students. Other students were eager to gain career experiences in the community, yet were unable to do so because of an inflexible school schedule. In an effort to offer these students more relevant learning experiences, an Experience-Based Career Education program was implemented, which gave eleventh- and twelfth-grade students an alternative to the regular program. The program interrelated learning activities in the school with real world career experiences in the community. Learning experiences were tailored to individual needs, abilities, and learning styles and focused on relationships with a variety of working adults in the community. After piloting the program for one semester, students had participated in a wealth of community career experiences, yet maintained their overall standing in basic skill areas compared to the national norming sample for the California Test of Basic Skills. Significantly, participating students expressed great satisfaction in program experiences. When asked to rate the value of overall program provisions, students responded with an average rating of 4.42 on a scale of 1 to 5, where 5 was the highest rating. (Author)

Hull, William L. Oldsen, Carl F.

Sharing Dissemination Responsibilities: A Guide for Articulating Vocational Education Disseminating Programs.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Grant-OB-NIE-G-78-0211

Note-19p.

Pub Type- Guides - Non-Classroom (055) -

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Articulation (Program), Delivery Systems, *Diffusion, Educational Programs, Guides, *Information Dissemination, Integrated Activities, Interagency Cooperation, Organizational Effectiveness, *Research Coordinating Units, *Resource Allocations, Shared Services, State Programs, Vocational Education

Designed for state vocational education Research Coordinating Units (RCU) personnel who manage dissemination programs, this guide offers suggestions for sharing dissemination responsibility with other state programs. The guide examines the possibilities of integrating activities in a horizontal dimension, i.e., across state educational agency components. Likely advantages of this approach, as mentioned by the authors, include wider exposure of available services and more resources available, including a broad range of data and expertise. Economy of scale and greater organizational efficiency are also foreseen. Sections of the guide (1) trace vocational education dissemination research and efforts to date, as well as state, regional and national programs; (2) discuss principles of cooperation; (3) list steps for implementation that emphasize mutual benefits to be obtained; and (4) provide expected outcomes that result from cooperation and resource sharing. Some references for further study are included. (CP)

Duffy, David E.

Project for Awarding College Credit for In-Service Training in Business and Industry. Final Report.

Manchester Community Coll., Conn.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 77
Grant-G007603724
Note-35p.; Not available in paper copy due to light print
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aviation Technology, *College Credits, *Community Colleges, Contracts, Cooperative Planning, Data Collection, Industrial Training, Information Dissemination, *Inservice Education, Interinstitutional Cooperation, Junior Colleges, Program Effectiveness, *School Industry Relationship, Technical Education
Identifiers-Manchester Community College CT, Pratt and Whitney Aircraft Group CT

A project was designed to develop and implement a cooperative inservice training program between Manchester Community College and Pratt and Whitney Aircraft Group, to explore the possibilities of similar contractual agreements, to evaluate inservice training programs for potential awarding of college credit, to identify business and industries conducting inservice training programs, to assist in developing contractual agreements with other community colleges, and to disseminate information to other community colleges needed for evaluation of inservice training and for program development. It was found after making several attempts to gather information that inservice training programs best be identified and evaluated by each community college in its own area and that programs large enough to be worthy of college credit were generally found in large corporations. Academic credits have been awarded for five inservice training programs at Pratt and Whitney Aircraft. Three training programs have been identified to duplicate the Pratt and Whitney model. Short mini-courses provide programs for small companies. A valuable link between Manchester Community College and business and industry has been established and strengthened through this project. (Appended are policies, procedures, guidelines, and course schedules for the cooperative program between Manchester Community College and Pratt and Whitney Aircraft.) (FP)

ED 179 691 CE 020 389

Liprie, Mary Lou

Model for Implementing Competency Based Teacher Education. Final Report, Phase I.

Delaware Univ., Newark. Coll. of Home Economics.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Grant-G03-77-00-148(504)
Note-100p.; Not available in paper copy due to light type
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, Curriculum Development, Delivery Systems, *Feasibility Studies, Higher Education, Human Relations Programs, Literature Reviews, *Models, National Surveys, Needs Assessment, *Occupational Home Economics, Performance, *Performance Based Teacher Education, *Program Development, Student Evaluation, Teaching Methods, Teaching Skills, Vocational Education

Phase I of a two-part project entitled Utilizing the Competency Approach for Professional Development of Home Economics Teachers developed a model for use in determining the feasibility of establishing a competency based approach in home economics teacher education at the University of Delaware. A review of the literature identified the current state of the art of competency based teacher education (CBTE): its definition, characteristics, instructional methods, and models for implementation. Thirty-two state supervisors of home economics were surveyed to learn to what extent CBTE programs were being implemented in teacher education programs. Using material from the survey and literature, a six-phase model for implementing CBTE was developed. The process involves (1) an initial awareness and acceptance project for vocational teacher educators; (2) identification of priority areas by the teacher educators; (3) assessment of the professional literature, present course offerings, local administrators, teacher educators, and advisory committee members to reestablish competencies; (4) final determination of competencies in cooperation with the advisory committee; (5) development of a delivery system and evaluation procedures; and (6) orientation and human relations programs preceding implementation. General effects of CBTE on the teacher education program and recommendations are addressed. Appendixes include the survey instrument and states and territories which were surveyed. (YLB)

ED 179 692 CE 021 621

Reyes, Richard H.

Project Salud. Final Report.

De Anza Coll., Cupertino, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-53p.; Appendix materials will not reproduce well due to light and broken type

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Asian Americans, *Bilingual Education, *English (Second Language), Experiential Learning, Health Occupations Education, Job Skills, Junior Colleges, *Medical Record Technicians, *Minority Groups, *Office Occupations Education, Program Descriptions, Program Effectiveness, School Community Programs, Spanish Speaking, Staff Improvement

A bilingual vocational training program was instituted to provide fifty-six Spanish- and Chinese-speaking students with a chance to acquire English language skills and training as medical clerks simultaneously. Community benefits expected and evident need in the area for bilingual medical-clerical employees led to the choice of this field. The twelve-month, four-quarter program had courses concentrated in skill development (office skills and medical office procedures) and English proficiency (language training and medical terminology). On-the-job experience came from work in local offices and clinics, the time ratio of classwork to fieldwork being 3:1. Sixteen courses were developed along with support services that included bilingual counseling and a learning center with bilingual instructors. The bilingual staff availed themselves of an extensive and individualized development program consisting of workshops and inservice training. The program was judged successful based on (1) overall positive student and staff response; (2) on-the-job training completion by 70% of students; (3) very high student achievement since twenty-two of the thirty-eight program completers received full-time employment (resulting in 183% increase in median income), while ten students decided to continue studying; and (4) staff gains in skills and experience resulting from program participation and inservice training. (Course descriptions, exercises, and a student questionnaire are appended.) (CP)

ED 179 693 CE 021 713

A Planning Process of Adult Education. Report of the Adult Education Ad Hoc Advisory Committee.

California State Dept. of Education, Sacramento.
Pub Date-79
Note-62p.
Available from-Bureau of Publications, California State Department of Education, 721 Capitol Mall, Sacramento, California 95814 ($2.50)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, Advisory Committees, Ancillary Services, *Educational Planning, Enrollment Projections, Enrollment Trends, Interagency Coordination, *Long Range Planning, *Policy Formation, Program Development, *Program Planning, Public Relations
Identifiers-*California, Proposition 13 (California 1978)

Background is given for the state-level adult education planning process, developed in response to the need for program direction; definition of the relationship of adult education to other vocational and adult general education institutions; and delineation, articulation, and elimination of unnecessary duplication. Focus is on the Adult Education Ad Hoc Advisory Committee, which was formed to ensure that the development of the process reflected the needs of the total state population of California. Following a summary of the historical and legal perspective of adult education in California from 1856-1990, corresponding milestones, and enrollment figures for those years, and a statement of philosophy are given. Management plan recommendations focus on target populations, public relations, governance, interagency coordination, personnel, program development, and support services and are listed with corresponding statements of issues and goals. Following these are a list of policy recommendations, each preceded by a problem statement and issue-and-goals statements. Finally, a list of major recommendations is included to respond to Proposition 13 by establishing principles for a long-range financial and programmatic guarantee of adult education. Appended are abstracts of other adult education monographs, a master bibliography, and an annotated bibliography. Also included are statistical summaries of adult general education annual reports and annual enrollment figures by subject area. (FP)

ED 179 694 CE 021 805

Hudson, William E.

Inventory and Analysis of Professional Tasks Engaged in by Teachers of Vocational Agriculture in the Secondary Schools of New Mexico. A Summary Report of Research.

Texas A and M Univ., College Station. Dept. of Agricultural Education.
Pub Date-Dec 78
Note-44p.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Comparative Analysis, *Job Analysis, *Occupational Information, Secondary Education, *Task Analysis, Task Performance, Teacher Characteristics, *Vocational Agriculture Teachers
Identifiers-*New Mexico

A study was conducted to develop job descriptions based on an analysis of time spent on tasks and duties performed by vocational agriculture teachers within the public secondary schools in New Mexico. Fifty vocational agriculture teachers who had taught vocational agriculture for at least one year and who were teaching during the 1976-77 school year returned task inventories sent out. The findings showed that, although differences in relative time spent on the 110 tasks did appear, the differences were not large enough to constitute different job types for those teachers involved. However, it was found that the relative time spent on tasks differentiated those teachers who were identified as superior among all others at the duty level. All 110 tasks inventoried were performed by at least one New Mexico vocational agriculture teacher. (LRA)

ED 179 695 CE 021 981

Carnoy, Martin And Others
Education and Public Sector Employment. Final Report.
Center for Economic Studies, Stanford, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 76
Note-282p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Black Employment, Blacks, *Business, Community Agencies (Public), Comparative Analysis, Data Analysis, Educational Background, Employees, Employment Level, *Employment Patterns, Employment Projections, Employment Statistics, Employment Trends, Equal Education, Equal Opportunities (Jobs), Females, *Government Employees, Labor Market, Males, Private Agencies, Public Policy, *Racial Differences, *Salary Differentials, *Sex Differences, Working Women

A study examined the patterns of employment in the public sector as compared to the private, possible changes in that pattern in the last decade, and implications for educational policy. By using the human capital concept (employment patterns depend on productivity differences in individuals) and labor market segmentation analysis, the following items were researched: (1) differences in average education of public and private sector employees of different race and sex in three job levels; (2) differential wage and employment discrimination in both sectors and within the public sector; (3) salary and mobility equalization effect of educational differences between blacks and whites and women and men in the two sectors at different job levels. It was found that public employees have higher average schooling. Salary differences still exist between blacks and women and white males, all personal characteristics being equal (experience, education, etc.). Educational equalization will not have much effect on earnings equalization in similar jobs for blacks and women. It was concluded that possibilities of upward mobility for more educated blacks and women depend on continued expansion of public employment and educational services. Additionally, public employment expansion implies an increase in demand for high level education by all groups, especially blacks and women. (FP)

ED 179 696 CE 021 982

McCullough, Paul M.
Concepts of State Mental Health Manpower Development.
Southern Regional Education Board, Atlanta, Ga.
Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date-79
Contract-5-T21-MH-14775
Note-107p.
Pub Type- Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Definitions, Delivery Systems, Labor Supply, *Manpower Development, Manpower Needs, Manpower Utilization, *Mental Health Programs, Models, Program Design, Program Development, *State Programs

The purpose of this publication is to review manpower issues in the field of mental health, identifying their importance and initiating discussion about their resolution. Directed to an audience of manpower development specialists, several types of material are presented beginning with a brief background including a synthesis of recent literature about manpower as it pertains to mental health. The succeeding chapters present a series of manpower incidents'' drawn from experiences of state mental health staff which are included to give concrete examples of manpower issues and activities. Following chapter 1, on background, chapter 2 includes a description of the system and scope of manpower development and a comparison of supply/demand models. Chapter 3 further explores the uses of manpower development, and chapter 4 explains the functions, roles, staffing, and organization of a state mental health manpower program. Chapter 5 presents a rationale and suggestions for developing a manpower program. Appended are definitions of terms and a list of the various elements involved in manpower development. (FP)

ED 179 697 CE 022 370

Gebhart, Richard

Develop and Validate a Course Outline and Modules for the Evaluation Course for Vocational Education. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency-Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-Oct 78

Note-100p.

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, Behavioral Objectives, Curriculum Guides, Higher Education, Learning Activities, *Learning Modules, *Performance Based Teacher Education, Self Evaluation, Standardized Tests, *Student Evaluation, Student Testing, Teacher Developed Materials, *Teaching Skills, Test Construction, *Vocational Education

A project is described which developed a course outline, competencies, and learning modules for a course in classroom evaluation which will be offered as a part of the Wisconsin Vocational, Technical, and Adult Education (VTAE) Spiral Curriculum designed to meet VTAE teacher certification requirements. The procedures outlined involved an advisory committee of vocational teachers, administrators, Wisconsin Board of VTAE staff, students, and teacher educators in identifying the evaluation competencies VTAE teachers need and evaluating the materials developed. A major portion of the report is devoted to the appended course outline and learning modules. The course outline contains a brief description, objectives, procedures, and general references; availability is given for the textbook and six Performance Based Teacher Education (PBTE) Modules required for use with these materials. Topics covered in the seven units are developing evaluation criteria, assessing student performance using teacher constructed instruments, planning and administering tests, processing and utilizing evaluation information, competency based evaluation, evaluating instructional effectiveness, and standardized and commercial evaluation devices. Each unit consists of one to four modules which contain introductory statements, competencies and objectives, references, learning experiences, and performance assessment tests. Course instructors are encouraged to choose their preferred delivery systems. (YLB)

ED 179 698 CE 022 373

Richardson, Donna
What, How, Who of Competency-Based Personalized Instruction.
Anoka-Hennepin Independent School District 11, Anoka, Minn.
Pub Date-77
Note-18p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Objectives, *Individualized Instruction, Instructional Materials, Learning Activities, *Minimum Competency Testing, *Performance Based Education, *Performance Criteria, Postsecondary Education, Self Evaluation, Standards, State of the Art Reviews, Vocational Education

Designed for students in vocational education, this introduction to competency-based instruction (1) defines competency-based instruction, (2) defines personalized instruction, (3) describes how competency-based instruction works, (4) reviews how to use learning strategies, (5) discusses how to use behavioral objectives, and (6) examines who is responsible for learning. A sample student agreement is included. (LRA)

ED 179 699 CE 022 430

Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through in Illinois. Phase Two. Final Report, September 15, 1978 through June 30, 1979.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-30 Jun 79
Contract-RD1-B9-187
Note-71p.; For a related document see ED 167 723
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Involvement, Comprehensive Programs, Counseling Programs, Elementary Secondary Education, Guidance Programs, Information Dissemination, *Inservice Education, Models, *Occupational Guidance, Postsecondary Education, Program Development, Program Evaluation, *Program Planning, School Districts, School Personnel, *Staff Improvement, Statewide Planning, Training, Vocational Education, Workshops
Identifiers-Illinois

Completion of phase 2 of a project to disseminate materials to train staff in the implementation and operation of a comprehensive guidance and counseling program resulted in workshops, classes, and a final report on the career guidance planning model called PAGE 2 (Programmatic Approach to Guidance Excellence) in Illinois. Where phase 1 saw to printing and dissemination of PAGE 2 materials, facilitator training, and PAGE 2 initial workshop plans (see note), phase 2 consisted of five completed PAGE 2 workshops involving 115 teachers, counselors, administrators, and parents. Workshop participants planned comprehensive career guidance programs for their local school districts. Furthermore, graduate courses in education and in personnel development, designed to train directors and school personnel in implementation, delivery, and evaluation of guidance programs, were held at the University of Illinois using PAGE 2 materials and presentations from project staff. Project materials were disseminated statewide and follow-up data were assembled to produce the final report evaluating the impact of the system in school settings. Results indicate PAGE 2's success in furnishing effective inservice training materials whereby school personnel have available a planning process, a team approach, and clear means to choose and describe goals and objectives. PAGE 2 materials encouraged community input and participation, while showing how to combine a guidance program with a school's overall priorities so that it becomes part of the curriculum. (CP)

ED 179 700 CE 022 491

Beuke, Vernon Farrar, Steven

A Review of the Change Literature with Implications for ISSOE Dissemination. Second Printing.

State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Spons Agency-New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Report No.-SUNY-RP-78-3-79

Pub Date-Sep 79

Contract-VEA-78-3C-891

Note-33p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adoption (Ideas), *Change Strategies, Diffusion, *Educational Change, *Educational Innovation, Educational Research, Information Utilization, Literature Reviews, Models, Program, Development, Research Utilization, *Technology Transfer, Vocational Education

The state of the art in the implementation of education innovation is assessed in three parts: (1) the identification of promising theories, important issues, and proven implementation strategies with emphasis on practical implications; (2) a review of research directly related to the development and implementation of new occupational education programs; and (3) a distillation of the literature in the form of generalizations about innovations and innovative organizations. Four models of change which have guided innovation (the Research, Development, and Diffusion; Problem-Solver; Social Interaction; and Linkage models) are proposed. The process of adoption is represented by stages of adoption behavior and by adoption and diffusion curves. The Power, Re-Educative, Manipulative, and Marketing Technology Strategies for implementation are also identifed and reviewed. A review of major studies of innovation in vocational education concludes that the ability to be innovative includes a perceived need to change, acquisition of a well-packaged program which responds to that need, and some level of commitment and administrative ability. Five organizational variables are identified as factors which influence the implementation of innovation: financial resources, human resources, the planning process; communication channels and patterns, and training. Aspects of the innovation itself which are identified as affecting its successful implementation are adaptability and utility. (YLB)

ED 179 701 CE 022 512

Pitrolo, Betty

Demonstration of Consumer Education Programs for Adults. Descriptive Report, September 1, 1978 to August 31, 1979.

Monongalia County Vocational Technical Center, W.Va.

Pub Date-79

Note-47p.; Some parts of this document may not reproduce well due to blurred type

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, Changing Attitudes, *Consumer Education, Consumer Protection, Evaluation Methods, *Outreach Programs, Post Testing, Pretesting, Program Effectiveness, Program Evaluation, Publicize, Rural Areas

Identifiers-*Monongalia County WV, *West Virginia

The Adult Education Outreach Program in Monangalia County was designed to meet an apparent need and assess the feasibility of developing similar programs in other areas of West Virginia. Goals and assessment of success were based on these four research questions: (1) Will adults who need skills in solving consumer problems avail themselves of the program?; (2) Will basic attitudes and behavior of adults be changed by participation in a mini-course?; (3) Can a reliable method of evaluation be developed to measure learning of adults with widely diverse abilities and backgrounds?; (4) How can the results obtained from the research project be utilized to develop outreach programs throughout the state? Consumer programs were initiated in senior citizen groups, homemakers clubs, community churches, adult classes following extensive publicizing through various media. Problems encountered included lack of valid evaluation techniques as well as physical problems affecting attendance (weather, illness). It was found that an informal atmosphere was necessary for the best program presentation and that the program focus should incorporate individual experiences and problems. Group interests varied with the age of the group. (Appended are educational materials, publicity efforts, behavioral objectives, and tests in various areas of interest.) (FP)

ED 179 702 CE 022 544

Harms, Louis T. And Others

Occupational Choices and Employment Opportunities for High School Students. (Decision Model for Vocational Education). Final Report.

Temple Univ., Philadelphia, Pa.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-1 Sep 79
Note-221p.; Materials in the appendix will not reproduce well due to small, light type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Aspiration, *Career Choice, *Comparative Analysis, Employment Opportunities, *Employment Projections, *High School Students, Questionnaires, Vocational Interests
Identifiers-*Pennsylvania (Philadelphia)

A study conducted to determine the occupational choices and employment opportunities for high school students was divided into two phases. The first phase consisted of an analysis of the availability of jobs in the Philadelphia (Pennsylvania) area. In the second phase of the study, a comparison was made of the aspirations of eleventh-grade students with employment opportunities for 1985. In the first year, a student needs questionnaire was administered to 1,070 eighth- and ninth-grade pupils from the Philadelphia school system. In the second year, the revised questionnaire was administered to 1,293 tenth- and eleventh-grade pupils from all but two of the Philadelphia public school system high schools. The comparison revealed that there is a disparity between the plans and the probable capabilities of these students. Forty-three percent of eleventh-grade students would like professional or technical careers, while only 15 percent of the jobs in 1985 will be in those occupations. Only 7 percent of the students aspire to employment as sales or service workers, and 20 percent of the jobs expected to be available in 1985 are of this type. (Author/BM)

ED 179 703 CE 022 548

Human Behavior and Leadership. Naval Education and Training Command Rate Training Manual.

Naval Education and Training Program Development Center, Pensacola, Fla.
Report No.-NAVEDTRA-10058-B
Pub Date-77
Note-168p.; Some of the illustrations may not reproduce well
Pub Type- Guides - General (050) - Information Analyses (070)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Behavioral Objectives, Behavior Patterns, *Group Behavior, Group Dynamics, Group Relations, Human Relations, Individual Study, Interpersonal Competence, *Interpersonal Relationship, *Leadership Styles, *Leadership Training, Learning Theories, Motivation Techniques
Identifiers-*Navy, United States

Written for petty officers and chief petty officers, this training manual and nonresident career course is designed for individual study in leadership techniques and styles, effects of stress and conflict on human behavior, interpersonal communication, human behavior and motivation, and basic theories of teaching and learning. Divided into eleven chapters, each chapter addresses a different subject as it pertains to Naval practice and procedure. Chapter 1 gives an overview of leadership, its meaning, implications for Naval personnel, and leadership styles. Chapter 2 is a summary of different leadership approaches and results. Chapters 3-5 deal respectively with causes of specific human behavior, how human behavior can be influenced, and percpetion of behavior (your own and others). Chapter 6 suggests ways to deal with people under stress (including oneself). Interpersonal relationships and communication techniques and problems are discussed in chapter 7, followed by suggestions and guidelines for management by objectives in chapter 8. The Leader and His Group, chapter 9, defines a group, relates the leader to a group, and suggests effective ways for a leader to function in a group. Chapter 10 addresses problem-solving and decision-making, and chapter 11 indicates effective methods for teaching. (FP)

ED 179 704 CE 022 574

Katz, David And Others
College and Industry: Partners in the Handicapped Role (Cipher III).
City Univ. of New York, N.Y. Center for Advanced Study in Education.
Spons Agency-New York State Education Dept., Albany.
Report No.-CASE-21-78
Pub Date-Aug 78
Grant-VEA-78-3A-179
Note-111p.; For related documents see ED 132 809 and ED 152 381
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Affirmative Action, Business, Clearinghouses, Disadvantaged Groups, Education Work Relationship, Employers, *Employment Opportunities, Employment Practices, Equal Opportunities (Jobs), *Handicapped, *Job Placement, Labor Unions, Occupational Choice, *School Industry Relationship

A project was designed and instituted to furnish a structure that would bring together three groups potential employers, college personnel, and disabled people to increase employment opportunities for the handicapped. During the third and final project year, representatives of all three groups met in workshops to discuss issues and concerns. Among the conclusions drawn are these: (1) companies need current, reliable information about legal aspects of hiring disabled people; (2) businesses may profit from sharing effective strategies that increase employment of the disabled; (3) businesses and labor unions need to include in collective bargaining agreements ways and means to enhance employment opportunities by recruitment and job restructuring; (4) once hired, disabled persons need help to advance on career paths at the same rate as their able-bodied peers; (5) the myth that the disabled are more highly motivated, perform better, and are more loyal than the able-bodied places an unfair burden on them; and (6) colleges and businesses should cooperate to ensure the relevance and "fit" of skills preparation. Based on all the input and discussion, it is recommended that two clearinghouses be set up one to aid the disabled in job placement, the other to funrish information about the handicapped to businesses and industry. There is, furthermore, a need to develop awareness programs for managers and supervisors, and to conduct follow-up studies of disabled college graduates. (CP)

Eigeman, Elaine G. Brooks, JoAnn
The Continuation and Expansion of a Research and Development Information System. Final Report.
Indiana Univ., Bloomington.
Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date- 78
Note-113p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Information Dissemination, *Information Needs, Information Networks, *Information Services, Information Sources, Needs Assessment, *Program Development, Program Improvement, Publications, *Statewide Planning, *Vocational Education
Identifiers-*Indiana

The overall goal of the Vocational Education Information Services project was to support vocational education in Indiana by facilitating more efficient use of information and by developing more effective products for wide dissemination. First, a needs assessment was conducted to determine specific user populations and user needs for information and services. Next, a plan for implementing the information system was developed, types of materials to be included in the collection were identifed, and methods of cataloging and recording these materials were analyzed. Agreements were made with three local information brokers to obtain literature search services and with the Indiana University Libraries to borrow books and use their computer terminals for searching. Topics of interest for wide dissemination were identified. Articles about exemplary vocational education projects funded by the state were solicited for publication in a newsletter. Copies of the newsletter were disseminated to state vocational educators and administrators. In addition, eight reports of high quality Indiana research and development products were produced and disseminated. (Author/BM)

ED 179 706 CE 022 734

Hochleitner, Ricardo Diez And Others

The Spanish Educational Reform and Lifelong Education. Experiments and Innovations in Education No. 31.

International Bureau of Education, Geneva (Switzerland).; United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
Pub Date-78
Note-115p.; Prepared in collaboration with the International Educational Reporting Service
Available from-UNIPUB, 345 Park Avenue, South, New York, NY 10010
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Collected Works - Serials (022)

Document Not Available from EDRS.

Descriptors-*Continuous Learning, *Educational Change, *Educational Development, Educational Innovation, Educational Methods, *Educational Planning, Educational Research, Evaluation Methods, Integrated Curriculum, Learning Motivation, Program Development, Teaching Methods
Identifiers-*Spain

The purpose of this report is to describe the present education system in Spain as it relates to lifelong education. The report identifies criteria and methodological problems in educational planning aimed at transforming school systems along the lines of lifelong education. It then describes how these principles have been incorporated in the reform in question. Changes include progress towards integration of formal and nonformal education, greater emphasis on quality of life, greater flexibility, democratization of education, fostering of motivation, and implementation of educational research aimed at improving teaching methods, learning activities, and evaluation methods. At present, the reform is still in the early stages of the implementation phase. (Author/FP)

ED 179 707 CE 022 739

Project COMPASS (Center for Occupational Management, Placement and Systematic Services). Final Report.

Genesee Intermediate School District, Flint, Mich. Vocational Education and Career Development Services.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 79
Grant-G007702066
Note-439p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-Adult Education, Career Choice, *Career Development, Career Education, Career Planning, Computer Oriented Programs, Disadvantaged Youth, *Guidance Centers, Handicapped Students, Inservice Programs, Instructional Materials, *Job Placement, Management Systems, *Occupational Guidance, Parent Participation, Postsecondary Education, *Program Development, Program Effectiveness, Secondary Education, Staff Improvement, Vocational Counseling, Workshops

To serve career development needs of secondary, postsecondary, and handicapped/disadvantaged students and adults, Project COMPASS (Center for Occupational Management, Placement, and Systematic Services) developed a comprehensive computer-assisted guidance, counseling, placement, and follow-through program. Project activities revolved around use of the Educational and Career Exploration System (ECES), an interactional career guidance system, in a centralized career planning center. Following a literature review, project activities were conducted in relationship to objectives in three categories: (1) user, including career choice, placement, training, and counseling; (2) support, including monitor and staff training, inservice teacher workshops, and parent training; and (3) management, including a management system, and result, product, and outcome dissemination. (Appendixes comprising most of the report contain materials used: "Day-on-the-Job" application and materials, midlife career change workshop workbook and evaluation, career development data placement users' manual for the Macomb Area Placement Project (MAPP) system and field test outcomes, ECES student manual availability, career development and employability skills modules, ECES monitor training materials, placement newsletter, ECES brochure, management system, and newsletter articles.) (YLB)

Evaluation of Vocational Education: Roles, Responsibilities, and Responses of State and Federal Agencies. Research and Development Series No. 173.

Education Commission of the States, Denver, Colo.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Report No.-ECS-173
Pub Date-79
Contract-300-78-0032
Note-73p.
Pub Type- Information Analyses (070) - Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Activities, Board of Education Role, Educational Assessment, *Federal Regulation, *Government Role, Program Descriptions, *Program Evaluation, *State Agencies, *Vocational Education
Identifiers-Education Amendments 1976, United States

The central purpose of this paper is to describe the origins, assumptions, approaches, and problems of the major evaluation efforts relating to vocational education specified in the Educational Amendments of 1976. The first of five chapters provides background information on vocational education, evaluation, and the Education Amendments of 1976. The second chapter gives an overview of seven groups which were given specific evaluation responsibilities in the 1976 Amendments. Included in these groups are the state boards of vocational education, state advisory councils for vocational education, and the U.S. Office of Education's Bureau of Occupational and Adult Education. Information on each group is organized into five parts: (1) legislative basis, (2) assumptions/expectations, (3) approach/activities, (4) problems, and (5) comments. In addition, this chapter reviews groups with responsibilities related to evaluation. Among the groups included in this section are the National Center for Research in Vocational Education and the General Accounting Office. Impressions, reflections, and observations are presented in the next chapter, followed by a summary chapter. Material prepared at the conference on the evaluation of vocational education is presented in an epilogue. (LRA)

ED 179 709 CE 022 853

Schaefer, Carl J., Ed.

Comparative Education for Occupations: An International Conference Report.

North Carolina State Univ., Raleigh.

Pub Date-79

Note-131p.; Prepared by the University Council for Vocational Education

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Career Education, *Comparative Education, *Educational Policy, Educational Problems, *Educational Trends, *Government Role, *Government School Relationship, National Surveys, School Industry Relationship, Secondary Education, *Vocational Education

Identifiers-Denmark, Finland, Great Britain, Sweden, United States, West Germany

Representatives from five West European countries and the U.S. present overviews of their respective countries' education systems and approach to vocational education. The introduction notes that both money spent on and student enrollments in vocational education are increasing in Europe as in the U.S. and that educational reform appears to take into account the need for more career development, more clustering of occupational areas, and more coordination with business and industry. Education system diagrams are included from each country, along with discussion of educational and governmental policy. Papers deal with (1) Great Britain its further education, industrial training, teacher education, and financing and building; (2) Sweden its comprehensive compulsory schools, the new organization of study with vocational orientation counselors and new forms of orientation to the working life; (3) West Germany its occupational training system and full-time vocational schools; (4) Finland a review of its development efforts, its problems and major issues; and (5) Denmark trends in its educational development, the further education of teachers, and pedagogical development. Finally, an Office of Education deputy commissioner gives his overview of the present situation in vocational education in the U.S. (CP)

ED 179 710 CE 022 873

Experience-Based Career Education. High School Level Demonstration Project. Final Report (October 1, 1976 to July 30, 1979).
Greenville County School District, Greenville, S.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Grant-G047603004
Note-194p.; The appendix materials will not reproduce well due to broken type; For related documents see CE 013 640 and CE 019 661
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Academic Achievement, *Career Education, *Career Exploration, Community Support, Demonstration Projects, *Experiential Learning, Occupational Guidance, Parent Attitudes, *Program Effectiveness, School Community Relationship, School Districts, Senior High Schools, Student Attitudes, Vocational Maturity, Work Experience Programs
Identifiers-*Experience Based Career Education

An Experience-Based Career Education (EBCE) exemplary project was conducted for three years in four high schools in Greenville County, South Carolina, and then evaluated for this final program report. Guidance and community components made up the program's major strengths. A third component (academic) proved nonessential. The guidance component centered on group sessions to help students integrate self-awareness, decision-making skills, goal setting, and personal values. The community component incorporated six hours per week of career experience per student, wherein students met individually with an adult working in a chosen career area for hands-on experience and information exchange. Students could also follow an internship approach to allow greater familiarization with a chosen career cluster. Strong community support was generated and maintained, and a summer program to acquaint other teachers with EBCE was added in the third year. At program's end, the community job resource bank comprised 189 job sites distributed over nineteen career clusters, making 500 choices available. Indicators of success included these: broad and diverse site selection resulting from and furthering communication between schools and businesses; a county-level decision to refund the program; acceptance by the state board of education of EBCE as a state model that renders participants eligible for academic credit; the large number of students who found part-time and summer employment with EBCE help; parent and student positive comments; and a high proportion (81%) of graduates employed or indicating further educational commitment to careers they explored during EBCE. (CP)

ED 179 7[illegible] CE 022 974

Paddock, Orlando Heuser, Malcolm
Pilot Project in Vocational Gemology. A Research Study.
Paris Junior Coll., Tex.
Spons Agency-Texas Education Agency, Austin.
Pub Date-Aug 79
Note-116p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Conferences, *Curriculum Development, *Curriculum Guides, *Educational Programs, Laboratory Technology, Lesson Plans, Manuals, Media Selection, *Pilot Projects, Program Descriptions, Training Laboratories
Identifiers-*Gem Cutting

In response to the need for qualified gemologists and the serious gap in gemological training, a study was directed and designed to develop an instructional program which could be used nationally and to establish a vocational gemology program at Paris Junior College. Following the selection of appropriate instructional materials, stations were equipped with the necessary laboratory instruments for gemology research. Originally designed as a thirteen-week course, the program grew to fifteen weeks. Beginning with an orientation to equipment and textbook assignments, succeeding units included the study of light and the study of species and varieties of gem materials, including a fifty-hour unit on diamonds. Student progress was evaluated several times during the course, and bi-monthly conferences were held with each student. The final examination included an oral presentation, a written exam on general gemology and diamonds, and gem identification and grading. Results indicated the achievement of objectives through the completion of an instructional manual, incorporating objectives into the curriculum, and the use of project results as a guide for developing similar programs. (Appended are excerpts from the instructional manual, an equipment price list and student contract, lesson plans, a training program outline, a gemstone chart, an interview report, and an evaluation form.) (FP)

ED 179 712 CE 023 058

Steimel, Laura C.
Development of a System to Assess Curriculum Needs in the Occupational Cluster of Agriculture. Final Report.
Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date-Aug 79
Note-68p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Agricultural Education, Agricultural Production, Auto Mechanics, Competence, *Curriculum Development, Graphic Arts, Horticulture, Learning Modules, Matrices, *Needs Assessment, Nurses Aides, *Performance Based Education, Systems Development, *Task Analysis, *Vocational Education
Identifiers-Vocational Technical Education Consortium States

Two needs were addressed in this project: (1) the effective utilization of V-TECS (Vocational Technical Education Consortium of States) catalogs of performance objectives, and (2) development of a system to assess curriculum needs. Three instructional areas were chosen for development from combined V-TECS catalogs and other materials after review and testing. The areas were Graphic Arts, Small Engine Repair, and Nurse's Aide. The resulting materials offered sequential, flexible instruction in a program to teach job competencies as reported by workers in those jobs. For assessment purposes, project staff developed, field tested, and revised a survey which became the working document, A Matrix Approach to Assessing Curriculum Needs.'' Focussing on two sub-clusters in agriculture (horticulture and production agriculture), the survey tried to document particular tasks and relate these to particular job titles sufficient to permit compilation of a job matrix. This can then furnish the educator with a ``job road map'' on which to base curriculum development decisions. (CP)

ED 179 713 CE 023 088

Conti, Gary J.

Principles of Adult Learning Scale.

Spoon River Coll., Canton, Ill.
Pub Date-4 Apr 79
Note-21p.; Paper presented at the annual Adult Education Research Conference (20th, Ann Arbor, Michigan, April 4, 1979)
Pub Type- Tests/Questionnaires (160) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Adult Educators, Adult Learning, *Behavior Rating Scales, Classroom Observation Techniques, Educational Assessment, Educational Needs, Educational Principles, Effective Teaching, Learning Modalities, Measurement Instruments, *Participant Involvement, Self Evaluation, *Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, *Teacher Evaluation, Test Construction, Test Reliability, Test Validity
Identifiers-Collaborative Teaching Learning Mode, Flanders System of Interaction Analysis, *Principles of Adult Learning Scale

The Principles of Adult Learning Scale (PALS) was developed and validated for measuring congruency between adult education practitioners' actual observable classroom behavior and their expressed belief in the collaborative teaching-learning mode. This model is a learner-centered instruction method in which learner and practitioner share authority for curriculum formation. A modified Likert scale is used to record responses to items which are based on the body of theory and knowledge advanced in the literature. Field research aimed to establish validity and reliability of PALS items involved the test-retest method, assessment of construct validity by a jury of adult education professors, content validity testing in public school programs, and confirmation of criterion validity by identifying the initiating and responsive actions in the items in PALS and then by comparing scores in PALS to scores on the Flanders Interaction Analysis Categories. Variables of social desirability and item interpretation congruency were also examined. PALS has potential empirical and field use. It could serve as a measurement device to segregate experimental and control groups in research studies on learning efficiency in specific teaching-learning modes. Practitioners could find uses for PALS since it consolidates many learning principles advocated in the literature. (PALS and scoring information are appended.) (CP)

ED 179 714 CE 023 094

Kane, Roslyn D. Frazee, Pamela

Adult Women in Vocational Education: Reentrants and Career Changers. Final Report.

RJ Associates, Inc., Arlington, Va.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Vocational Education Research Branch.

Pub Date-May 79

Grant-G0077C0074

Note-219p.; Not available in paper copy due to light type

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Students, Area Vocational Schools, *Career Change, Career Choice, Comparative Analysis, Data Collection, Demography, *Employment Patterns, *Females, Motivation, National Surveys, Nontraditional Occupations, *Postsecondary Education, Questionnaires, *Vocational Education, *Working Women

The premise of this study is that to understand the needs of adult women in vocational education, stereotypes regarding life and work patterns of adult women must be discarded. The purpose of this study is to gain further understanding of how women's family responsibilities and prior education have influenced their working lives and how each of the above have influenced current occupational/training choices. Data collected is based on a national sample of 1,500 women from ninety-one area vocational technical schools (AVTS) in thirty-four states. Findings are summarized with correlating issues in the following areas: demography, other postsecondary educational programs, current vocational education programs, employment status, career decision-making, motivation, service needs, problems, women who have never worked, steady and intermittent employees, and non-traditional women. Women are placed in one of five categories and analyzed comparatively: reentrants (steadily employed, intermittently employed, never before employed) and career changers (steady employees, intermittent employees). Sample questionnaires are appended. (FP)

ED 179 715 CE 023 100

Bronk, Carol G.

A Comparison of the Personal and Professional Characteristics of Male and Female Leaders in Vocational Education. Final Report.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date-1 Oct 79

Note-98p.; Ed.D. Dissertation, Temple University

Pub Type- Dissertations/Theses (040) -- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrative Personnel, Administrator Attitudes, *Adult Leaders, Comparative Analysis, *Females, Individual Characteristics, *Leadership Qualities, *Males, Professional Recognition, Profile Evaluation, Recruitment, *Sex Differences, Sex Stereotypes, Statistical Analysis, Tables (Data), Teacher Attitudes, *Vocational Education, Vocational Education Teachers

Identifiers-*Professionalism

A survey was made of 203 leaders in vocational education to allow a profile and comparison of leader characteristics, and determination of the extent to which selected characteristics relate to professionalism. Data analysis by several sub-programs showed (1) a mean score on the Professionalism Scale similar to that for other groups (54.58); (2) female leaders were significantly younger, submitted fewer items for publication, subscribed to fewer journals, and had worked in the field for fewer years than males, yet their professionalism scale scores were very similar, albeit lower in three subscales; (3) no significant relationship between a leader's sex and professionalism; and (4) no variables as good predictors of professionalism. It was concluded that women in leadership roles have primarily lower-level positions, and that the emphasis of vocational youth organizations on leadership training appears to be benefitting the profession. Professional mobility, furthermore, is not a sex-related trait for leaders, but hiring and recruiting through the "old boy" system definitely is. It is recommended that this system, which is responsible for 80% of leader placement, be replaced by an honest and thorough search for the best qualified individuals, and that the American Vocational Association work to end sex-role stereotyping since women continue to be clustered in home economics, health, and business education while men dominate agricultural and trade and industrial education. (Data tables and questionnaire are appended.) (CP)

ED 179 716 CE 023 161

Prentice, Dinah, Ed.
CETA/YEDPA Education Policy. Issues and Recommendations. A NASBE Report.
National Association of State Boards of Education, Washington, D.C.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-79
Note-48p.
Available from-National Association of State Boards of Education, 526 Hall of the States, 444 North Capitol Street, N.W., Washington, D.C. 20001 ($4.00)
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Education, *Cooperative Planning, Credits, *Decision Making, Disadvantaged Youth, *Educational Administration, *Educational Policy, Federal Programs, Governance, Government School Relationship, Interagency Coordination, Job Training, Manpower Needs, Occupational Guidance, Postsecondary Education, School Involvement, Secondary Education, Work Experience, *Youth Employment, Youth Programs
Identifiers-*Comprehensive Employment and Training Act, *Youth Employment and Demonstration Projects Act

This report represents the work of a national task force on youth employment policy convened to identify and address the basic educational issues generated by the Youth Employment and Demonstration Projects Act (YEDPA), part of the Comprehensive Employment and Training Act (CETA). It is organized around the broad problem areas of concern to the group, representatives from education associations and federal agencies. Major topics are (1) educational credit for work experience; (2) governance issues; (3) career guidance and counseling; (4) program development for special populations; (5) school facilities, personnel, and public service employment; and (6) private sector, manpower, and education agencies. Priorities are assigned to the issues raised, and then the task force's recommendations are made for the federal, state, and local levels. The recommendations could be summarized as need for collaboration at all levels between education, employment, and training agencies; program assessment and identification of exemplary programs; and technical assistance to both existing and potential programs. Information in the appendices, amounting to one-half of the report, includes a list of task force members, program fact sheets on CETA and YEDPA, and charts addressing the six major concerns which give problem statements and suggested responses at the federal, national association, state, and local agency levels. (YLB)

ED 179 717 CE 023 163

McCowan, Richard J., Ed. Cramer, Stanley H., Ed.

Life Career Guidance: A Manual for Counselor Educators.

State Univ. of New York, Buffalo. Coll. at Buffalo.
Spons Agency-New York State Education Dept. Albany, Grants Administration Unit.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-280p.
Pub Type- Guides - Classroom - Teacher (052) - Information Analyses (070)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Behavioral Objectives, Career Development, *Career Education, Counselor Performance, *Counselor Training, Evaluation Methods, Higher Education, *Instructional Materials, Job Skills, *Occupational Guidance, *Performance Based Education, Program Evaluation, Teaching Guides, Teaching Procedures, *Vocational Counseling, Vocational Maturity

Developed by participants in a counselor educator conference, this manual is designed to provide performance-based life career counseling instructional materials for vocational counselor training. Two introductory chapters present a brief description of the genesis and evolution on the concept of life career counseling and a model for evaluating a competency-based teacher or counselor education program. The seven major sections are career information, theory, placement, interpersonal, instructional planning, utilization of local resources, and evaluation. (Competencies identified through a literature search were edited and classified into these areas.) Each competency is developed into an instructional activity which is structured in the basic format: (1) statement of competency; (2) suggested instructional procedures; (3) assessment procedures, conditions, criteria, and recommended assessor; and (4) resources. Materials in the appendixes include a directory of publishers of commercial educational, occupational, and career development materials and/or tools; a listing of sources of free occupational information; recommended competencies of the pupil personnel administrator and director or supervisor of guidance; list of conference participants; competency worksheet examples and editorial suggestions; and directors of regional institutes. (YLB)

ED 179 718 CE 023 168

Harrison, Cynthia

Working Women Speak: Education, Training, Counseling. A Report on Six Regional Dialogues Sponsored by the National Commission on Working Women.

National Commission on Working Women, Washington, D.C.

Spons Agency-National Advisory Council on Women's Educational Programs, Washington, D.C.

Pub Date-Jul 79

Note-49p.; Photographs will not reproduce well

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, Clerical Workers, Dialogue, Discussion

Groups, Educational Needs, *Employee Attitudes, Females, Information Needs, *Job Satisfaction, Needs, Nontraditional Occupations, Postsecondary Education, Public Opinion, Semiskilled Workers, Service Workers, Social Discrimination, Unskilled Workers, Vocational Counseling, *Work Attitudes, *Working Women

Issues and findings are synthesized from six invitational regional dialogues attended by 730 representatives of the 80% of women in the work force who are concentrated in low-paying, low-status jobs. The discussion of the needs and concerns of this population makes reference to (1) answers to questionnaires (appended, together with compiled data breakdown) distributed at the dialogues; (2) recorded discussion and documentation that occurred in the small-group sessions of each dialogue; and (3) panel discussion and dialogue with participants. Topics covered include barriers to participation in postsecondary education and training, such as faculty attitudes, admissions practices, and lack of money and time. Other problems discussed are lack of on-the-job training opportunities, compounded by lack of opportunities for women once trained; discrimination; lack of counseling and biased or traditional counseling attitudes to women; and why some solutions,'' such as educational benefits on the job, have not worked. The report gives recommendations arising from the dialogues, including (1) strong enforcement of federal anti-discrimination laws; (2) a demonstration program to establish costs and benefits of stimulating, by tax and other incentives, employer subsidies for employee education and training; (3) funding to augment local counseling service availability, especially to promote nontraditional occupations; (4) government support for flexible working hours; (5) government support for more child care services; and (6) greater range and availability of training courses during evening and weekend hours. (CP)

Bhola, H. S.
Reading Materials for the New Reading Public: A Policy Brief.
Pub Date-Dec 79
Note-58p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Reading Programs, Basic Reading, Books, Demography, *Developing Nations, Information Dissemination, Library Services, *Material Development, Needs Assessment, Policy Formation, *Reading Development, *Reading Material Selection

This paper presents proposals for the design and institutionalization of a system for the production and distribution of reading materials for adults, especially in developing countries. Ideas about the problems of production and distribution are developed, along with ideas for use in designing, evaluating, choosing, and promoting policy and strategies related to resource allocation and institutional means. Divided in four parts, the first part deals with issues faced in determining policy. Recommendations are made for the maintenance and development of a network of organizations and institutions to meet the reading public's needs. Following definitions of reading material and the new reading public, an accounting is given of book production and related policy questions, including theme balance, readers' needs and developmental needs, integration of cultures, demographic considerations, sex roles, and ecological sensitivity. The succeeding parts relate to the design of book production policy for new readers in the Third World, needs and challenges of the rural press in developing countries, and libraries and related distribution systems to take reading materials to the readers in villages and small communities. An annotated bibliography is appended. (FP)

ED 179 720 CE 023 217

Spenner, Kenneth I Otto, Luther B.

Emerging Issues in the Study of Careers.

Stanford Univ., Calif. Boys Town Center for the Study of Youth Development.

Pub Date-79

Note-35p.; For related documents see CE 022 277-278; Paper presented at the annual meeting of the American Sociological Association (74th, Boston, Massachusetts, August 27-30, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Development, *Careers, *Conceptual Schemes, Definitions, Employment Patterns, *Measurement Techniques, Models, *Predictor Variables, *Research Methodology

Identifiers-Career Development Study of Boys Town Center NE

In this paper the authors attempt to explain and sharpen unresolved issues and questions that have evolved in the study of careers, especially since the concept of ``careers'' has received increased theoretical and empirical attention across disciplines. The issues discussed involve (1) conceptualization and measurement of careers; (2) dimensions of jobs and careers; (3) structural and person-level predictors of career phenomena; and (4) life course dimensions and the age-time specificity of relationships. Building on earlier research by Seymour Spilerman, the authors introduce their conceptualization and measurement of career lines. (Career lines are described as empirically linked sequences of jobs formed by institutional and labor market structure.) They discuss the theoretical methodological, and data requirements for further informing the understanding of career development. (Author/BM)

Day, Sherman

Education and Training in the Criminal Justice System. Implications for Vocational Education R&D. Occasional Paper No. 52.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date-May 79
Note-18p.
Available from-National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (order no. OC-52; $1.90)
Pub Type- Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment (to Environment), *Correctional Education, *Educational Programs, Employment Opportunities, Institutional Personnel, Institutional Role, *Prisoners, *Program Development, *Program Improvement, Social Action, *Staff Improvement, Vocational Counseling, *Vocational Rehabilitation

Although there are several fine education and training programs in our nation's correctional institutions, most are substandard. There are two primary reasons for this: the confusion existing in our society over the purposes of imprisonment and the effects of reform on the correctional system. The focus of correction is continually shifting as reform movements exert their influence. Robert Martinson's work, extensively cited and attacked, suggests that "rehabilitation efforts have had very little effect on recidivism." Optional Programming, the policy guiding the Bureau of Prisons' activities, allows optional inmate participation in vocational programs due to the belief that forced attendance may cause resistance. Optional Programming allows inmates to choose from a wide variety of programs with the hope that the chances for successful post-release adjustment will be increased. Continued support for education and training in corrections depends on tying education and training to the work program of the institution. Improvement of educational programs rests in staff education and development, upgrading job qualifications, and improving job benefits and salary. The success of a strong base for education, training, and work in prisons depends on the ability of the staff to recognize its importance. (A series of questions, to which the author responds, relating to employment opportunities, career counseling, and vocational placement are included.) (FP)

ED 179 722 CE 023 220

Miller, Ronald H.

Local Planning and Coordination for Adult Students in Educational Programs.

College Entrance Examination Board, New York, N.Y.

Pub Date-10 Nov 79

Note-50p.; Paper presented at the Association for the Continuing Education of Adults in Delaware and the Delaware Association for Community Education joint conference (Wilmington, Delaware, November 10, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Access to Education, *Adult Education, Adult Students, Career Change, Community Resources, *Continuous Learning, Federal Legislation, Guidance Centers, Models, Postsecondary Education, Program Coordination, *Program Planning, Psychological Studies, Vocational Counseling

Identifiers-Lifelong Learning in America, Valley (John)

Due to increased interest in adult learning, the state of transition in which many between ages sixteen and sixty-five find themselves, and the large number of adults lacking requisite job skills, there is an institutional planning emphasis on programs with adults in mind. Planners must be aware of barriers preventing adults' participation in postsecondary education. Barriers are classified as situational, dispositional, and institutional. Research on the motivation for adults to seek learning is necessary to plan adequately and to allow adults access to education. It has been hypothesized that adult learning is most often motivated by family change or career transitions and career influences. John Valley, author of Lifelong Learning in America, suggests nine strategies for improving lifelong learning in most local settings. The Paltridge, Regan, and Terkla (1978) study suggests four models of community organization, bringing community resources and needs for continuing education together with the needs and interests of educational institutions to attract adult students and develop effective adult programs. In each model, the point of contact is an adult information and counseling center. (Models and explanations are included.) Many changes and revisions are being made in federal legislation to accomodate adult learning and encourage its development. (FP)

ED 179 723 CE 023 229

Sex Equity in Career Education (K-8). Resource Guide.
Southeastern Massachusetts Univ., North Dartmouth. Div. of Continuing Studies and Special Programs.
Pub Date-Jul 79
Note-20p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Education, Career Planning, *Educational Objectives, *Educational Resources, *Elementary Education, Instructional Materials, *Learning Activities, Resource Guides, *Sex Fairness, Sex Role, Sex Stereotypes
Identifiers-Southeastern Massachusetts University

Pursuing the overall goal to reduce sex stereotyping in vocational education and career choice, this resource guide presents classroom activities to encourage nonsexist career exploration. Introductory comments include an overview of research, myths, and eventual consequences of statistics regarding sex stereotyping, as presented during an institute designed to help teachers, counselors, and school administrators examine the role of men and women in the work force in 1979 and to promote sex-affirmative career planning. A product of the institute, the guide presents a series of eight career education objectives with corresponding sex equity objectives. Objectives relate to self-awareness, educational awareness, career awareness, economic awareness, decision-making skills, skill awareness, employability skills, and appreciation and attitudes. Following these are summaries of activities developed from the Southeastern Massachusetts University Title IV Program which address career education and sex equity goals, listed sequentially by grade level (K-8). Each activity includes objectives, procedures, materials needed, and resources. A resource list for the guide is appended. (FP)

ED 179 724 CE 023 236

Rusling, Diane E.

Third-Party Final Report of the Ohio State Department of Education's EBCE 3-Year Project.

Policy Studies in Education, New York, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date-Apr 79

Note-103p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Career Exploration, Employer Attitudes, *Experiential Learning, *Program Effectiveness, Program Evaluation, Secondary Education, Senior High Schools, Student Attitudes, Teacher Attitudes, Vocational Interests

Identifiers-*Experience Based Career Education, Ohio

Six school sites were visited to evaluate the work being done there in the third and final year of the Ohio Experience-Based Career Education program (EBCE) for secondary students (primarily 9th and 10th graders). Evaluators interviewed school staff, present and former EBCE participants, and employers in the communities. Questionnaires were also used. In the final report, evaluators devoted one chapter to each school visit, and a further chapter to recommendations based on observations and conclusions from all six sites. It was recommended that (1) more widespread publicity be conducted so that all students hear about the Career Exploration (CAEX) program part of EBCE; (2) the program be expanded to include both brief and longer term explorations, such as internships, since the latter appealed to both students and employers; (3) greater care be taken in making transportation arrangements to and from work sites; (4) 11th and 12th graders be included, especially since many 9th and 10th graders are still too young to obtain much benefit from CAEX; (5) classroom teachers get more inservice training; (6) greater effort be made to involve parents; (7) more extensive orientation and familiarization efforts be made for employers; (8) ideally, there be one staff person per school district responsible for the program. (CP)

ED 179 725 CE 023 237

Pathfinder Project: Exploration through a Cluster Structure Linking Business, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career Educational Opportunities. Final Report.

South Dakota Career Education Project, Watertown.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-31 Aug 79
Grant-G087600114
Note-75p.; Not available in paper copy due to light and broken type; For a related document see ED 146 358
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Basic Skills, *Career Exploration, Community Cooperation, Counseling, Enrichment Activities, *Experiential Learning, Field Experience Programs, High School Equivalency Programs, *Occupational Guidance, *Out of School Youth, Program Evaluation, Self Evaluation, Vocational Interests
Identifiers-*Experience Based Career Education, Project Pathfinder, South Dakota

A three-year project was undertaken to provide community-based career experiences and guidance to out-of-school youth over sixteen in South Dakota. The project, called Pathfinder, aimed to serve mostly (not exclusively) young people who (1) were undecided or completely unaware of career preference, (2) needed to acquire basic and life skills, and (3) wished to explore careers through on-site experience. In phasing in the thirteen-cluster structure, Pathfinder established close collaboration with the local work communities to afford participants a broad range of experience and visible alternatives to the extensive youth out-migration from the state. Participants were assisted, through counseling, testing, and self-assessment activities, in identifying one or two career clusters of interest and in setting their own goals, with no time limitation on enrollment in Pathfinder. Collaborating schools in the state vocational-technical system made courses and training available to participants. Major program activities included career enrichment for disadvantaged youth, guidance information, hiring of a math improvement aide at a local institution, an equality workshop, help with basic skills improvement through high school equivalency study, and counseling to all enrolled. A third-party evaluation concluded that the program had been highly successful, having served 330 people including youth, mid-life career changers, and displaced homemakers. (Third-party evaluation report appended.) (CP)

ED 179 726 CE 023 238

Career Education: Planning, Learning, Understanding, Succeeding CENorth Dakota State Board for Vocational Education, Bismarck.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-31 Aug 79
Grant-G087600113
Note-207p.; For a related document see ED 150 290 ; Contains colored pages which may be unclear
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Academic Achievement, *Basic Skills, Career Education, *Career Exploration, Decision Making Skills, Demonstration Projects, *Experiential Learning, Grade 9, Grade 10, Guidance Counseling, Inservice Programs, Job Search Methods, *Job Skills, Material Development, Program Development, *Program Effectiveness, Program Evaluation, Secondary Education, Student Attitudes, Vocational Maturity, Work Attitudes, *Work Experience Programs
Identifiers-*Experience Based Career Education

A project is reported and evaluated which provided experience-based career education opportunities for grades 9 and 10 in Minot, North Dakota, through Career Education PLUS (Planning, Learning, Understanding, Succeeding), an alternative education program. Focus of the evaluation is on the project objectives: to provide students with (1) training in basic and job entry skills, (2) opportunties to develop good study habits, decision making and job search skills, and a positive work attitude, and to explore and become aware of career choices, and (3) continual guidance. The two sections of the report the third year (1978-79) and the total project (1976-79) are parallel in structure. Following a product evaluation by analysis of covariance is a description of major activities and events, including parent orientation, informational mini-fairs for students and parents, program and materials improvement, advisory board meetings, and teacher workshops. Recruitment and transportation problems and publicity and dissemination activities are then discussed. Project evaluation focuses on objectives in the process (life, basic, and career skills) and product (student outcomes and parents', students', and employers' perceptions) phases. An implementation evaluation monitored the management plan. Staff development through project staff, faculty, and administration and employer instructor inservice are discussed. Materials in the appendixes include analysis of covariance data; student, employer, and parent opinion surveys; and follow-up questionnaire. (YLB)

ED 179 727 CE 023 242

Kraska, Marie F.

Local Vocational Education Agencies and Professional Personnel Development.

Pub Date-2 Dec 79

Note-11p.; Paper presented at the American Vocational Association Annual Convention (73rd, Anaheim, California, December 2, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Objectives, Certification, *Comprehensive Programs, Educational Needs, Educational Objectives, Individualized Programs, *Inservice Teacher Education, Job Skills, Junior Colleges, *Needs Assessment, Performance Based Education, Personnel Evaluation, Program Planning, *Staff Improvement, Student Needs, Technical Education, *Vocational Education Teachers

Identifiers-Dalton Junior College GA

Dalton Junior College, Georgia, has developed a comprehensive staff development plan for professionals in the vocational-technical division to relate student needs to professional competencies and meet certification requirements. The plan consists of a rationale or stated need and general goals, policies, and procedures. As a component of the plan, local school goals were related to student needs in the form of twenty-two student goals. Additionally, improvement practices designed to meet student goals were written as teacher and administrator objectives and divided into seven categories of general competencies. Identified in the next section of plan were operating policies, procedures, and special considerations followed by a section addressing educational personnel needs assessment. Specific procedures in the preparation phase of the plan were established and certification records were signed by the director once these procedures were completed. A system for on-the-job assessment was also established. Training agreements, developed cooperatively, were designed to assist in developing competencies to match indicated needs. There are advantages for schools who do develop a comprehensive plan, such as constancy in some procedures for different activities and the identification of policies and objectives prior to training activities. A comprehensive plan must still be designed to accomodate the needs of the school system where it will be used. (FP)

ED 179 728 CE 023 246

Campbell, Clifton P.
Vocational Education to Meet the Needs of a Changing Saudi Arabia.
Pub Date-Dec 79
Note-32p.; Paper presented at the Annual Meeting of the American Vocational Association (73rd, Anaheim, California, December 1, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Development, *Educational Development, *Educational Improvement, Educational Needs, Industrialization, Learning Modules, Manpower Needs, On the Job Training, *Performance Based Education, *Program Planning, Residential Schools, Skilled Workers, *Vocational Education, Vocational Training Centers
Identifiers-*Saudi Arabia

Faced with sizable oil revenues and the need and desire to expand and diversify its industrial potential, Saudi Arabia is improving its vocational training efforts and attempting to involve as many of its citizens in vocational training programs as possible. At present, Saudi Arabia is having to import skilled workers to keep up with necessary industrial development. An expansive building program has been initiated involving construction of ten new residential training complexes and expansion and renovation of sixteen others. Annual capacity for trainees will increase from 3,000 to 9,700 by 1982. Job-oriented, competency-based instruction is being implemented to accomodate a variety of needs and to provide an effective use of training time and resources. Instructional packages with accompanying audio visuals are being developed for use with capital intensive labor saving equipment. Developmental testing will be performed on these packages before implementation. An instructor-development program will upgrade instructor skills and help assure successful program implementation. Not restricted to entry level and pre-employment programs, the Saudi Arabian vocational training program will also include a comprehensive on-the-job training program so workers may update their skills. (Figures illustrating the location of training centers and planned complexes are included.) (FP)

ED 179 729 CE 023 250

Warren, Sue Allen Gardner, David C.

Vocational Training for Disabled Students. A Handbook on Assessment.

Blue Hills Regional Technical School, Canton, Mass.; Boston Univ., Mass. Dept. of Business and Career Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 77

Grant-G007500558

Note-66p.; For related documents see CE 023 251-257

Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Aptitude Tests, Experience, Guidelines, *Handicapped Students, Interest Tests, *Predictive Measurement, Secondary Education, *Success Factors, *Testing, *Test Selection, Test Validity, *Vocational Education

The Vocational Instruction, Training and Assessment (VITA) Project conducted a study to determine whether a battery of tests used with a sample of handicapped students enrolled in vocational education program(s) could aid in predicting success in vocational training. Procedures, instruments, and student samples were selected to provide data on (1) interest measures; (2) aptitude measures; and (3) short-term experiences within specific training programs. The sample consisted of ninth- and tenth-grade students from two different vocational-technical high schools. Among the findings are the following: (1) a large number of published tests seem to have potential usefulness with one or more of the handicapped populations (list provided); (2) the two most powerful predictors of class rank were IQ and handicapping condition; and (3) selection of measurement devices must be directly related to the questions one has (e.g., Can the student learn the skill?, What interests does the student show that have implications for choice of training programs?). (This study is presented in the format of a handbook which also provides information on the purposes, utilization, and selection of vocational measurement instruments.) (BM)

ED 179 730 CE 023 251

Gardner, David C. Kurtz, Margaret A.

Project VITA: Graphic Arts Communication. A Picture Dictionary for Resource Room Instruction. Module I, Lessons 1-9. Teacher's Manual

Blue Hills Regional Technical School, Canton, Mass.; Boston Univ., Mass. Dept. of Business and Career Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 77

Grant-G007500558

Note-92p.; For related documents see CE 023 250-257

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Computer Graphics, Curriculum Guides, *Dictionaries, *Graphic Arts, *Handicapped Students, Individualized Instruction, Learning Modules, Pictorial Stimuli, *Resource Room Programs, Secondary Education, Shop Curriculum, Special Education, Teaching Guides, *Vocabulary Development, Vocational Education

Identifiers-*Phototypesetting, Project VITA

This document contains module I of a picture dictionary for resource room instruction. The dictionary accompanies a phototypesetting curriculum designed to provide supplemental instruction to handicapped students who are mainstreamed in a regular vocational graphic arts program. Module I contains nine vocabulary lessons. Each lesson provides pictorial definitions and practice exercises for five graphic arts vocabulary words. A progress check on the identification of these words is found at the end of each lesson and at the conclusion of the document. (Each volume contains both a student and teacher's manual.) (BM)

Gardner, David C. Kurtz, Margaret A.

Project VITA: Graphic Arts Communication. A Picture Dictionary for Resource Room Instruction. Module II, Lessons 10-12. Teacher's Manual
Blue Hills Regional Technical School, Canton, Mass.; Boston Univ., Mass. Dept. of Business and Career Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Grant-G007500558
Note-47p.; For related documents see CE 023 250-257
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Computer Graphics, Curriculum Guides, *Dictionaries, *Graphic Arts, *Handicapped Students, Individualized Instruction, Learning Modules, Pictorial Stimuli, *Resource Room Programs, Secondary Education, Shop Curriculum, Special Education, Teaching Guides, *Vocabulary Development, Vocational Education
Identifiers-*Phototypesetting, Project VITA

This document contains module 2 of a picture dictionary for resource room instruction. The dictionary accompanies a phototypesetting curriculum designed to provide supplemental instruction to handicapped students who are mainstreamed in a regular vocational graphic arts program. Module 2 contains three vocabulary lessons. Each lesson provides pictorial definitions and practice exercises for five graphic arts vocabulary words. A progress check on the identification of these words is found at the end of each lesson and at the conclusion of the document. (Each volume contains both a student and teacher's manual.) (BM)

ED 179 732 CE 023 253

Mika, Michelle A. Unsworth, Linda

Project VITA: Phototypesetting. Module I, Lessons 1, 2, and 3. Teacher Manual Blue Hills Regional Technical School, Canton, Mass.; Boston Univ., Mass. Dept. of Business and Career Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Grant-G007500558
Note-57p.; For related documents see CE 023 250-257
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Computer Graphics, Curriculum Guides, *Graphic Arts, *Handicapped Students, Individualized Instruction, *Learning Modules, *Resource Room Programs, Secondary Education, *Shop Curriculum, Special Education, Teaching Guides, Vocational Education
Identifiers-*Phototypesetting, Project VITA

This document is the first of five curriculum modules containing instructional units for disabled students who need assistance in mastering the function keys for the ExecuWriter II, a phototypesetter manufactured by Compugraphics of Wilmington, Massachusetts. The purpose of these modules is to provide supplementary instruction on an individualized or small group basis. All the modules are designed for use in a resource room by special educators as supportive instruction for vocational shop curricula. Module I contains both a student and teacher's manual for lessons 1-3, which provide information on the functions of the paper feed key, start key, and return key. Each lesson also includes exercises for practicing each key and a progress check. At the end of the module is a practice exercise using all the keys presented in lessons 1-3. The teacher's manual provides information sheets, teaching strategies, student objectives, and evaluation keys for each lesson. (BM)

ED 179 733 CE 023 254

Mika, Michelle A., And Others

Project VITA: Phototypesetting. Module II, Lessons 4, 5, 6, and 7. Teacher Manual Blue Hills Regional Technical School, Canton, Mass.; Boston Univ., Mass. Dept. of Business and Career Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Grant-G007500558
Note-61p.; For related documents see CE 023 250-257
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Computer Graphics, Curriculum Guides, *Graphic Arts, *Handicapped Students, Individualized Instruction, *Learning Modules, *Resource Room Programs, Secondary Education, *Shop Curriculum, Special Education, Teaching Guides, Vocational Education
Identifiers-*Phototypesetting, Project VITA

This document is the second of five curriculum modules containing instructional units for disabled students who need assistance in mastering the function keys for the ExecuWriter II, a phototypesetter manufactured by Compugraphics of Wilmington, Massachusetts. The purpose of these modules is to provide supplementary instruction on an individualized or small group basis. All the modules are designed for use in a resource room by special educators as supportive instruction for vocational shop curricula. Module 2 contains both a student and teacher's manual for lessons 4-7 which provide information on the functions of the space bar, style change key, shift keys, and shift lock key. Each lesson also includes exercises for practicing each key and a progress check. At the end of the module is a practice exericse using all the keys presented in lessons 4-7. The teacher's manual provides information sheets, teaching strategies, student objectives, and evaluation keys for each lesson. (BM)

ED 179 734 CE 023 255

Mika, Michel'e A. Unsworth, Linda

Project VITA: Phototypesetting. Module III, Lessons 8, 9, and 10.
Teacher Manual Blue Hills Regional Technical School, Canton, Mass.;
Boston Univ., Mass. Dept. of Business and Career Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Grant-G007500558
Note-59p.; For related documents see CE 023 250-257
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom -
Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Computer Graphics, Curriculum Guides, *Graphic Arts,
*Handicapped Students, Individualized Instruction, *Learning Modules,
*Resource Room Programs, Secondary Education, *Shop Curriculum,
Special Education, Teaching Guides, Vocational Education
Identifiers-*Phototypesetting, Project VITA

This document is the third of five curriculum modules containing instructional units for disabled students who need assistance in mastering the function keys for the ExecuWriter II, a phototypesetter manufactured by Compugraphics of Wilmington, Massachusetts. The purpose of these modules is to provide supplementary instruction on an individualized or small group basis. All the modules are designed for use in a resource room by special educators as supportive instruction for vocational shop curricula. Module 3 contains both a student and teacher's manual for lessons 8-10 which provide information on the functions of the cancel character key, cancel word key, and cancel line key. Each lesson also includes exercises for practicing each key and a progress check. At the end of the module is a practice exercise using all the keys presented in lessons 8-10. The teacher's manual provides information sheets, teaching strategies, student objectives, and evaluation keys for each lesson. (BM)

ED 179 735 CE 023 256

Mika, Michelle A. And Others

Project VITA: Phototypesetting. Module IV, Lessons 11 and 12. Teacher Manual. Blue Hills Regional Technical School, Canton, Mass.; Boston Univ., Mass. Dept. of Business and Career Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Grant-G007500558
Note-53p.; For related documents see CE 023 250-257
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Computer Graphics, Curriculum Guides, *Graphic Arts, *Handicapped Students, Individualized Instruction, *Learning Modules, *Resource Room Programs, Secondary Education, *Shop Curriculum, Special Education, Teaching Guides, Vocational Education
Identifiers-*Phototypesetting, Project VITA

This document is the fourth of five curriculum modules containing instructional units for disabled students who need assistance in mastering the function keys for the ExecuWriter II, a phototypesetter manufactured by Compugraphics of Wilmington, Massachusetts. The purpose of these modules is to provide supplementary instruction on an individualized or small group basis. All the modules are designed for use in a resource room by special educators as supportive instruction for vocational shop curricula. Module 4 contains both a student and teacher's manual for lessons 11 and 12 which provide information on the functions of the insert blank space key and the multiple column key. Each lesson also includes exercises for practicing each key and a progress check. At the end of the module is a practice exercise using all the keys presented in lessons 11 and 12. The teacher's manual provides information sheets, teaching strategies, student objectives, and evaluation keys for each lesson. (BM)

Mika, Michelle A. Unsworth, Linda
Project VITA: Phototypesetting. Module V, Lessons 13, 14, 15, and 16. Teacher Manual Blue Hills Regional Technical School, Canton, Mass.; Boston Univ., Mass. Dept. of Business and Career Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Grant-G007500558
Note-79p.; For related documents see CE 023 250-256
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Computer Graphics, Curriculum Guides, *Graphic Arts, *Handicapped Students, Individualized Instruction, *Learning Modules, *Resource Room Programs, Secondary Education, *Shop Curriculum, Special Education, Teaching Guides, Vocational Education
Identifiers-*Phototypesetting, Project VITA

This document is the fifth of five curriculum modules containing instructional units for disabled students who need assistance in mastering the function keys for the ExecuWriter II, a phototypesetter manufactured by Compugraphics of Wilmington, Massachusetts. The purpose of these modules is to provide supplementary instruction on an individualized or small group basis. All the modules are designed for use in a resource room by special educators as supportive instruction for vocational shop curricula. Module 5 contains both a student and teacher's manual for lessons 13-16, which provide information on the functions of the full space key, half space key, one-third space key, and one-eighteenth space key. Each lesson also includes exercises for practicing each key and a progress check. At the end of the module is a practice exercise using all the keys presented in lessons 13-16. The teacher's manual provides information sheets, teaching strategies, student objectives, and evaluation keys for each lesson. (BM)

ED 179 737 — — CE 023 259

Oscarson, David J. Finch, Curtis R.

Adoption-Proneness Among Trade and Industrial Teachers as Measured by Cluster Analysis.

Pub Date-Dec 79

Note-18p.; Paper presented at the Annual Convention of the American Vocational Association (73rd, Anaheim, California, December, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adoption (Ideas), *Change Agents, Cluster Analysis, Diffusion, Educational Innovation, Individual Characteristics, *Predictor Variables, Secondary Education, Tables (Data), Teacher Attitudes, *Teacher Characteristics, *Trade and Industrial Teachers

A study to identify methods most influential in determining the acceptance and use of educational innovations examined variables associated with adoption-proneness of trade and industrial teachers. Phase 1 determined predictor variables for adoption-proneness through application of multiple linear regression to personal characteristics (including Rokeach Dogmatism Scale scores) of 202 secondary vocational teachers from four school districts in Virginia. In phase 2, trade and industrial teacher scores were partitioned from the study and subjected to cluster analysis to determine which members had similar characteristics. Mean scores for adoption-proneness were calculated for each cluster, based on the identified five predictor variables from phase 1, and then examined vis-a-vis cluster profiles. Four sub-clusters were identified, based on the amount of influence members felt should be exerted by academic teachers on vocational teachers' classroom procedures. In phase 3, a survey was administered to a sample of teachers from two states for comparison purposes. Cluster analysis (1) indicated that there exist unique groups within each sample, several with similar profiles, and (2) gave additional insight into characteristics of adoption-prone teachers. Results suggest that large scale adoption of innovative practices could be enhanced by involving adoption-prone groups which, once identified, could be encouraged to lead inservice activities and use innovations. (Data analysis tables are appended.) (CP)

ED 179 738 CE 023 262

Hamilton, James B. Harrington, Lois C.

Review and Synthesis of Teacher Competencies to Serve Special Needs Students.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-4 Dec 79
Note-53p.; Presented at the Joint Session of AVERA, AVEPDA, and Special Needs Section, American Vocational Association annual convention (Anaheim, California, December 4, 1979)
Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Competence, Curriculum Development, Educational Needs, Exceptional Persons, Learning Modules, Nondiscriminatory Education, *Performance Based Teacher Education, Skill Development, *Special Education, *Special Education Teachers, Vocational Education

In developing modules for training vocational educators in nondiscriminatory practices, the authors of this paper saw a need for a new approach to competency identification one that would enable teachers to use skills generalizable across many areas. A detailed review of the literature, from which twenty major project studies in competency identification were chosen for closer analysis, revealed problems in this area. Many competencies identified, for instance, lacked specificity; there was a high level of duplication of competencies across special needs areas, yet none of the lists encompassed all the special needs groups now appearing in vocational classrooms. Hence, the authors' approach to module development included the following: (1) competencies were identified from scratch using the DACUM (Develop a Curriculum) method and adopting a national perspective; (2) the 384 competencies identified, at a high level of specificity, were clarified and combined to produce a single list for teachers working with all special needs students; (3) the list was submitted to verification panels to be ranked; (4) the competencies were grouped into major areas of application. Each of the fifteen modules to be developed covers a skill applicable across special needs (and normal'') groups. The vocational teacher can be assisted in serving all students, mainstreamed or not, individually and effectively by acquiring these skills, such as Instructional Planning,'' Student Evaluation,'' Promotion of Peer Acceptance,'' Materials Selection/Development,'' or Special Instructional Techniques.'' (Summary abstracts of the twenty studies are appended.) (CP)

ED 179 739 CE 023 267

Successful Supervision of Handicapped Employees. Workbook: General.

Civil Service Commission, Washington, D.C.
Report No.-TG-05-26
Pub Date-May 79
Note-94p.; Some parts of this document may not reproduce well due to broken type
Pub Type- Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Attitudes, *Administrator Responsibility, Architectural Barriers, Behavioral Objectives, *Employment, Guides, Job Analysis, Job Development, Job Placement, *Mentally Handicapped, *Physically Handicapped, *Supervision, *Supervisory Training, Transportation, Vocational Education, Vocational Rehabilitation, Workbooks, Workshops

Designed as a guide for participants in a training workshop, this four-part handbook also provides a reference for supervisors regarding the utilization of handicapped persons as employees. Section 1 contains information about handicapped persons and the selective placement program. Job analysis, job modification, and architectural and transportation barriers are the topics of section 2. Supervision of handicapped employees is discussed in section 3, while section 4 contains factual and summary information concerning state vocational rehabilitation services available to handicapped employees. Each section, based on given objectives, provides information and exercises to be worked through individually under direction of the workshop leader. Handout materials are contained in an appendix, amounting to about one-half of the handbook. What Do You Think?'', an attitude toward disabled persons (ATDP) measurement instrument and an ATDP scoring key are given. Exercises and solutions are provided for the areas of job analysis and job modification which is based on job description and description of the handicap. Case studies of problems involving handicapped employees are presented with alternative solutions for exercise in good supervisory practices. A workshop evaluation form is also appended. (YLB)

ED 179 740 CE 023 277

Hardison, James

Staff Development in Adult Education. California Adult Education.

California State Dept. of Education, Sacramento. Bureau of Publications.
Pub Date-79
Note-17p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($1.75)
Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Policy, Administrator Responsibility, Adult Education, *Adult Educators, Counselors, *Individualized Programs, Inservice Programs, Part Time Teachers, *Professional Development, *Staff Improvement

Suggestions for an individualized approach to staff development of adult educators is offered in this monograph. Individual commitment to professional growth and administration allocation of time and resources are seen as prerequisites to implementation of any program. In discussing program types, the report cautions that large group programs, which use often-expensive outside consultants, are rarely tailored to specific district needs and should be added to extant programs only after local talent has been exhausted. The individual and small-group approach is considered best suited to the many schools with a high proportion of part-time faculty. Responsibilities are outlined for administrators, who are encouraged to visit and observe classes and to take responsibility for setting a mood of cooperation to improve morale. Administrators are also urged to attend to problems and remember that improving learning in the classroom is a major goal. Teachers' and counselors' responsibilities are outlined; these individuals are urged to keep up with their fields, use new materials, share their expertise, and contribute to a ``Teacher's Idea Bank.'' A staff development program is not needed, the report maintains, to create a desire for growth but rather to enhance that desire which already exists. The appendix contains staff questionnaires and an outline of an individualized program. (CP)

ED 179 741 CE 023 281

Johnson, William R.

Abnormal Youth Employment and Imperfect Information. Final Report, September 1978-March 1979.

Virginia Univ., Charlottesville.

Spons Agency-Office of the Assistant Secretary for Policy, Evaluation and Research (DOL), Washington, D.C.

Report No.-ASPER/CON-78/01147A

Pub Date-1 Mar 79

Contract-DOL-J-9-M-8-0114

Note-32p.; Prepared through the Department of Economics

Pub Type- Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Awareness, *Career Choice, Employment Problems, Feedback, Income, Job Satisfaction, Job Search Methods, Models, Occupational Information, *Occupational Mobility, Self Concept, *Unemployment, Vocational Interests, *Youth Employment

This paper examines the theoretical basis for "excessive" job mobility among certain groups of young workers that may lead to spells of unemployment and low lifetime earnings. An economic model of job findings by young workers is used to describe "normal" behavior and "pathological" cases of excessive job mobility and unemployment. Emphasis is on imperfect information, especially about the workers' own tastes and abilities. Theoretical results are derived by assuming that workers maximize expected earnings subject to the constraints facing them. By varying the givens of the problem (e.g., the degree or source of ignorance) the effects on job mobility and lifetime earnings are derived. The results show that ignorance about one's own tastes and abilities contributes to the duration of the high mobility period at the outset of a worker's worklife. The assumption that information about the labor market is generated by the young worker's social milieu, his parents, and neighbors is examined. A feedback effect may exist by which the low level of labor market achievement of one generation of workers restricts the information available to the next generation, which reduces the attainment of the next generation. In this case, there is a low attainment "trap" which may be hard to break out of. (Author)

ED 179 742 CE 023 288

Zaner, John A.

Industrial Arts in Maine 1978. A Report of the Findings of a Survey of Industrial Arts Teachers.

Maine Univ., Portland-Gorham. Center for Research and Advanced Study.
Pub Date-Sep 78
Note-34p.; Not available in paper copy due to thin, light type
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Curriculum Development, Curriculum Evaluation, Educational Practice, Educational Trends, Higher Education, Industrial Arts, *Industrial Arts Teachers, Questionnaires, State Surveys, *Teacher Attitudes, *Teacher Characteristics, *Teacher Education, *Teacher Education Curriculum
Identifiers-*Maine

A state survey of Maine industrial arts teachers sought to describe current curriculum attitudes and practices for use in developing teacher training curriculum at the University of Maine and to pursue the impact of Title IX (sex discrimination) legislation, new university faculty, and state and national curriculum efforts. One hundred randomly selected teachers were surveyed using a mailed questionnaire (appended). Data was tabulated and analyzed by question yielding a profile that covers the following: years teaching industrial arts, grades taught, subject taught, teaching period length, periods per class per week, course length, undergraduate and graduate education, use of state curriculum guide, kinds of laboratory activities, rating of undergraduate preparation, attitude toward subject, provisions for learning disabled and for girls in classes, career guidance of students, and most serious teaching problems. Specific recommendations were to consider undergraduate curriculum revisions to reflect trends, strengthen study of discipline and low ability students, and conduct further research on content and objectives of industrial arts taught for use in teacher education curriculum development. (FP)

ED 179 743 CE 023 304

Riddick, Carol Cutler
Alternatives to Institutionalization. Extension Studies 72.
Pennsylvania State Univ., University Park. Cooperative Extension Service.
Spons Agency-Extension Service (DOA), Washington, D.C.
Pub Date-Nov 77
Note-40p.
Pub Type- Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, Community Organizations, Community Resources, *Community Role, Community Services, Delivery Systems, *Human Services, *Institutionalized Persons, *Mentally Handicapped, Needs, Planning, Program Evaluation, *Senior Citizens, Sociopsychological Services
Identifiers-*Deinstitutionalization (Handicapped)

The process called deinstitutionalization, whether of the elderly or mentally disabled, involves complex issues, not the least of which are economic, physical, social, and psychological costs; any attempt to further this process perforce needs a comprehensive, specific plan suited to community needs and to those who are to be served. A workable plan should address the twin ``how's'' of deinstitutionalization and service delivery, with provision for supportive services to ease the transition to community life. Such services, to meet the mentally disabled's need for emotional support and the elderly's needs (which are often physical), can be home delivered or group centered in focus. Beyond essentials, such as health care, meals, chore services, and transportation, information and referral services may be organized for employment, recreation, group support, and crisis intervention suitable for home, half-way house, foster home, or community-based group residence. The best-designed plan should be consonant with financial resources at the community's disposal, and should include some built-in evaluative mechanism to monitor effectiveness of services, delivery systems, and client need assessment over time. The main focus, above all, should be on that which is viable and appropriate in the given community for the clientele served. (CP)

ED 179 744 CE 023 307

Croft, Don B.

An Evaluation of Project EXCEL: Experience Based Career Education Learning Program.

Education Research Services, Las Cruces, N. Mex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-39p.; Not available in paper copy due to thin type
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, *Career Education, Career Exploration, Employer Attitudes, *Experiential Learning, Field Experience Programs, Parent Attitudes, *Program Effectiveness, Program Evaluation, Senior High Schools, Student Attitudes, Student Experience, Vocational Maturity
Identifiers-*Experience Based Career Education

This report presents evaluative information about Project EXCEL (experience-based career education learning program) for the 1978-79 school year. Eight evaluation instruments were used by the third-party evaluator to collect data: (1) student information questionnaire, (2) student plans and perceptions survey, (3) parent opinion survey, (4) resource persons questionnaire, (5) socialization profile, (6) comprehensive test of basic skills, (7) assessment of career development, and (8) student attitude survey. Among the findings of the evaluation was that males comprised approximately two-thirds of the total number of EXCEL students. The 1978-79 EXCEL students reported that they learned a great deal about career planning and career expectations.

Parents viewed the EXCEL program as a better school experience than previously encountered by their children. No significant pre to post-attitude change scores were obtained for the EXCEL students with reference to career planning, careers, attitudes about self, and attitudes toward others. (LRA)

Morton, Raymond H. McCracken, J. David

Supervised Occupational Experience Programs and Achievement of Students in Vocational Agriculture. Summary of Research Series, SR 18.

Ohio State Univ., Columbus. Dept. of Agricultural Education.
Pub Date-79
Note-14p.
Pub Type- Collected Works - Serials (022) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Achievement Tests, *Agricultural Production, Farm Visits, Grade 11, Grade 12, Multiple Regression Analysis, *Program Effectiveness, Questionnaires, *Vocational Agriculture, *Work Experience Programs
Identifiers-Ohio (Columbus), *Supervised Occupational Experience Programs

The purpose of the study was to determine the relationship between the quality of a supervised occupational experience (SOE) program (in terms of income and scope of program) and level of academic achievement on a test measuring technical knowledge in production agriculture. A fifty-item multiple choice achievement test was administered to eleventh- and twelfth-grade students in ten sampling units consisting of classes of production agriculture in schools within a fifty-mile radius of Columbus, Ohio. A total of 206 students was tested. An additional questionnaire, designed to measure the quality of the SOE program, was also administered. Pearson product moment correlation coefficients and step-wise multiple regression analysis were used to test the five research hypotheses of the study. (Data is presented in tables 2 and 3.) Findings revealed that if extraneous effects of scholastic aptitude, opportunity, year in school, and instructor projects visits are statistically controlled, higher quality SOE programs are likely to result in greater learning achievement. It is recommended that (1) measurement of learning for vocational agriculture students be based on performance in laboratory, classroom, and SOE programs as well as on tests; (2) students be encouraged to develop programs which provide the correct experiences in the correct proportion; (3) students with limited opportunity be encouraged to use school laboratories or take advantage of farm placement; and (4) amount of attention given by instructors through project visits be increased. (FP)

ED 179 746 CE 023 402

CETA-Education Collaboration Issues in Three States, Volume I.

National Association of State Boards of Education, Washington, D.C.
Spons Agency-Department of Labor, Washington, D.C.
Pub Date-Aug 79
Contract-DOL-99-8-1891-33-47
Note-69p.; Not available in paper copy due to thin, light type; For a related document see CE 023 403
Available from-National Association of State Boards of Education, 526 Hall of the States, 444 North Capitol Street, N.W., Washington, D.C. 20001 ($5.00)
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Organization, Career Education, Cooperative Planning, Credits, *Educational Administration, Educational Finance, Educational Policy, Federal Programs, Interagency Cooperation, *Interagency Coordination, Job Training, Postsecondary Education, Program Coordination, Secondary Education, *Statewide Planning, *Vocational Education, Work Experience, Youth Employment, *Youth Programs
Identifiers-*Comprehensive Employment and Training Act, Louisiana, Maryland, Minnesota, Youth Employment and Demonstration Projects Act

Task force activities in three states regarding Comprehensive Employment and Training Act (CETA) and education collaboration activities on three policy issues are summarized. Focus is on three specific issue areas in three states: academic credit for work experience (Maryland), educational components of CETA (Louisiana), and administrative requirements of CETA (Minnesota). The six-step collaborative process used in each state is outlined: problem identification, goal-setting, establishment of time frames, group seeks information, constituency input, and progress report. The specific activities are described together with corresponding outcomes. In addition, the report presents an overview of the governance structure of the education community at the state level and of educational governance of specific CETA-education iss[illegible] in each of the project states. The information found in the appendices, amounting to one-half of the report, includes summaries of copies of the products developed by each state (policy statements, state board of education resolutions, position papers, reports, and handbooks) and organization charts and directories of key contacts in the education, employment, and training governance structure in the three project states. (YLB)

ED 179 747 CE 023 403

Meyers, Russell W. And Others
Educational Governance and Youth Employment Issues, Volume II.
National Association of State Boards of Education, Washington, D.C.
Spons Agency-Department of Labor, Washington, D.C.
Pub Date-Aug 79
Contract-DOL-99-8-1891-33-47
Note-90p.; The section of charts will not reproduce well due to small, broken type; For a related document see CE 023 402
Available from-National Association of State Boards of Education, 526 Hall of the States, 444 North Capitol Street, N.W., Washington, D.C. 20001 ($6.00)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrative Organization, Boards of Education, Certification, Curriculum Development, *Decision Making, *Educational Administration, *Educational Policy, Elementary Secondary Education, Governance, Graduation Requirements, Guidance Programs, *Policy Formation, Postsecondary Education, School Personnel, State Boards of Education, *State School District Relationship, State Standards, Vocational Education
Identifiers-*Comprehensive Employment and Training Act

This second volume of a report on Comprehensive Employment and Training Act (CETA)-education collaboration focuses on educational governance and employment issues. Part I outlines the education governance structure as it exists at state and local levels. Since the primary focus is on public education at the elementary and secondary school levels, the governance of higher education (the vocational education system and community college) is described, but in less detail. The four most common forms of state governance structure are identified as well as some less common forms. It is concluded that these "models" reflect variations in answers to the questions of how the Chief State School Officer (CSSO) and the State Board of Education (SBE) members are selected and what the structural relationships between the governor, SBE, and the CSSO are. Part II gives detailed information on the role of the different levels (state and local boards) in setting the standards in specific issue areas and providing the framework for them to be carried out. Using extensive charts recently published (1978) by the National Institute of Education, a state-by-state analysis is given of four issues: curriculum, guidance and counseling, secondary school graduation requirements, and educational personnel certification standards. (YLB)

ED 179 748 CE 023 404

Blank, Rolf

Academic Credit for Work Experience in Maryland.

Kirschner (E.J.) and Associates, Washington, D.C.

Spons Agency-Department of Labor, Washington, D.C.; National Association of State Boards of Education, Washington, D.C.

Pub Date-Apr 79

Contract-DOL-99-8-1891-33-47

Note-71p.; Some pages in this document will not reproduce well due to faint and blurred type

Available from-National Association of State Boards of Education, 526 Hall of the States, 444 North Capitol Street, N.W., Washington, D.C. 20001 ($6.00)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Board of Education Policy, Career Education, Case Studies, *Cooperative Programs, *Credits, Educational Coordination, Educational Policy, Experiential Learning, *Interagency Cooperation, Postsecondary Education, Prior Learning, Program Descriptions, School Districts, Secondary Education, State Action, State Standards, Vocational Education, *Work Experience, *Youth Programs

Identifiers-*Comprehensive Employment and Training Act, *Maryland, Youth Employment and Demonstration Projects Act

The state of Maryland is the subject of this case study on the awarding of academic credit in local educational agency (LEA)-Comprehensive Employment and Training Act (CETA) programs. Three focuses of the report are descriptions of the existing LEA-CETA programs in Maryland that award academic credit and the related local policies and practices, the barriers to awarding credit for LEA-CETA programs, and identification of needed policies or actions at the state or local level that would facilitate awarding credit. The state-local relationship of CETA-LEA youth programs which are principally supported by funds designated under the Youth Employment and Demonstration Projects Act (YEDPA) is discussed in terms of four of the five CETA prime sponsors. The methods used by these programs for awarding academic credit can be roughly divided into three basic categories: program evaluation for credit, credit for prior experience, and experience designed for credit. Following a summary of the issues in the awarding of academic credit and the barriers to program development and operation, local and state actions which have already been taken are presented. Further actions to improve design and delivery of services are suggested. The appendixes include assessment and evaluation materials and program outcomes data of the prime sponsor programs. (YLB)

ED 179 749 CE 023 405

CETA/Vocational Education. Coordination in Louisana. A Special Task Force Progress Report.

National Association of State Boards of Education, Washington, D.C.
Spons Agency-Department of Labor, Washington, D.C.
Pub Date-Jul 79
Contract-DOL-99-8-1891-33-47
Note-137p.; Not available in paper copy due to thin type
Available from-National Association of State Boards of Education, 526 Hall of the States, 444 North Capitol Street, N.W., Washington, D.C. 20001 ($10.00)
Pub Type- Opinion Papers (120) -- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, Cost Effectiveness, Educational Coordination, *Educational Finance, Federal Programs, *Interagency Cooperation, Interagency Coordination, Job Training, Organizational Communication, Postsecondary Education, Program Administration, *Program Coordination, Secondary Education, *State Agencies, State Federal Aid, *Vocational Education, *Work Experience Programs
Identifiers-*Comprehensive Employment and Training Act, Youth Employment and Demonstration Projects Act

Developed by the National Association of State Boards of Education/Louisiana Comprehensive Employment and Training Act (CETA)-Education task force, this position paper describes the potential for CETA/Vocational Education collaboration, particularly CETA-Youth Employment and Demonstration Projects Act (YEDPA)/Vocational Education coordination, in Louisiana. An overview of CETA-Vocational Education progress in the state precedes an outline of the task force meetings which led to recommendations such as the establishment of a CETA-Vocational Education Council to the Board of Elementary and Secondary Education and the development of the background materials. Two extensive appendixes, amounting to approximately four-fifths of the report, contain these informational materials brought together from the relevant state agencies on the four aspects of the CETA and Vocational Education systems which the task force explored: (1) present lines of responsibility, (2) lines of communication, (3) flow charts pertaining to funds, personnel, and program flow, and (4) development of a matrix of communication lines of the various state agencies involved. (YLB)

ED 179 750 CE 023 406

Planning Together. A Guide for CETA and Education Program Planners.

Minnesota CETA-Education Task Force, St. Paul.
Spons Agency-National Association of State Boards of Education, Washington, D.C.
Pub Date-Aug 79
Note-32p.; The appendix will not reproduce well due to small print
Available from-National Association of State Boards of Education, 526 Hall of the States, 444 N. Capitol St., N.W., Washington, D.C. 20001
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Boards of Education, Budgeting, *Cooperative Programs, Educational Finance, *Guidelines, *Interagency Cooperation, Job Training, Organizational Communication, Postsecondary Education, Program Budgeting, Program Development, Program Guides, *Program Planning, School Districts, Secondary Education, Vocational Education, Youth Employment, *Youth Programs
Identifiers-*Comprehensive Employment and Training Act

Designed to provide guidelines for establishing and administering programs cooperatively initiated by Comprehensive Employment and Training Act (CETA) agencies and local educational agencies (LEAs), this handbook is based on information collected from people experienced in the successful operation of such joint ventures. Its general goal is to encourage constructive shared decision making and to indicate ways to increase the effective use of financial resources. The five aspects of joint planning addressed are (1) mutual understanding, (2) process to facilitate joint planning, (3) time schedules, (4) budget, and (5) formal agreements. The information contained in the appendixes, amounting to more than one-half of the handbook, includes standarized data forms and coding systems (Department of Labor/State Department of Education cost codes), sample budgets, model linkage agreements, and two worksheets (a budget worksheet and a contacts directory). (YLB)

ED 179 751 CE 023 407

Downing, Sybil, Ed.

Career Education. A Compilation of State Boards of Education Policies, Rules, Regulations, and Statutes.

National Association of State Boards of Education, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-102p.; Not available in hard copy due to thin type

Available from-National Association of State Boards of Education, 526 Hall of the States, 444 North Capitol Street, N.W., Washington, D.C. 20001 ($8.50)

Pub Type- Reference Materials - Bibliographies (131) - Reports - Research (143) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annotated Bibliographies, *Career Education, Definitions, *Educational Legislation, *Educational Policy, Glossaries, National Surveys, State Action, *State Boards of Education, *State Departments of Education, *State Legislation

Findings are presented of a survey of state and territorial boards of education and materials submitted by the states to compile existing board policies and resolutions, rules and regulations state statutes, and administrative directives relating to career education. The report is divided into five sections: survey results, policy statements, definitions and glossary, and bibliography. The survey section contains a copy of the survey and charts indicating the responses submitted to the questions on the survey. In the next section policy statements, statutes, and administrative directives, listed by state, are broken down by subject matter. Board policies and legal provisions (statutes) which are grouped together are followed by administrative action statements (department rules). A code finder aids in locating a statute or policy by subject. The definition and glossary section contains state-specific defintions of career education and some other terms. In the annotated bibliography career education materials received in the survey are categorized by subject: personnel, instruction, general public relations, interorganizational relations, and relations with educational agencies. (YLB)

ED 179 752 CE 023 409

Ryan, T. A.

A Summative Evaluation of the Offender Research Project.

South Carolina Univ., Columbia.

Spons Agency-Florida State Dept. of Community Affairs, Tallahassee.; Jacksonville Community Council, Inc., Fla.

Pub Date-30 Sep 79

Note-38p.; For a related document see CE 023 410

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Correctional Rehabilitation, Cost Effectiveness, *Criminals, Demonstration Projects, Evaluation Criteria, Management Systems, Objectives, Program Development, Program Effectiveness, *Public Service Occupations, *Summative Evaluation, Unemployment, *Vocational Rehabilitation

Identifiers-*Exoffenders, Florida

In response to the need for offenders to be prepared to gain and maintain productive employment, the Offender Research Project was instituted to develop model public service employment positions and projects to ultimately provide educational and social services for offenders and exoffenders in Florida. Four project objectives were stated: to develop linkages to facilitate funding and support for the project; to develop a system of program management and implementation for other offender projects, to initiate ideas and develop fundable projects; and to identify funding agencies and direct resources to model projects. The project evaluation had two primary goals: to compare achievements against intended accomplishments and to assess the quality of those accomplishments. Evaluation was made in relation to the project objectives constituting the criteria for effectiveness, which included number of model projects developed, implemented, and funded; the quality of the handbook; and actual accomplishments compared to achievements. The results of the evaluation indicated that the project was successful in developing twelve model offender projects. It was recommended that due to the potential of alleviating the offender unemployment problem in Florida, an effort be made to implement all model projects designed as part of the project. (Appended are a list of model projects and implementation ideas.) (FP)

ED 179 753 CE 023 410

Miner, Carol S. And Others

Offender Research Project. A Handbook for Designing and Implementing Offender Programs.

Jacksonville Community Council, Inc., Fla.
Spons Agency-Florida State Dept. of Community Affairs, Tallahassee.
Pub Date Sep 79
Contract-79MP-1H-4-26-20
Note-137p.; For a related document see CE 023 409
Pub Type- Guides - General (050)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Correctional Rehabilitation, *Criminals, *Demonstration Programs, Literature Reviews, Objectives, *Program Design, *Program Development, Program Evaluation, Surveys, *Vocational Rehabilitation
Identifiers-Comprehensive Employment and Training Act

A product of the Offender Research Project, this handbook is intended for use in designing and implementing offender programs. The first of six chapters explains the necessity and techniques for developing community and financial support for offender programs. Chapter 2 is a synopsis of the twelve model projects developed as a part of the research project. Each model project summary includes a statement of the problem, methods for implementation and evaluation, and objectives. Chapter 3 lists resource persons who may be contacted for project assistance, and chapter 4 addresses the theory and practice of project evaluation and project monitoring. Chapter 5 is a report of the findings of a survey (appended) administered to each of the twenty-two Comprehensive Employment and Training Act (CETA) sponsors in Florida. The report provides a description of CETA's structure, role in the community, and orientation to offenders' needs. Finally, chapter 6 presents a review of available literature concentrating on selected offender programs presently in operation. (FP)

ED 179 754 CE 023 418

Holder, Birdie H.

A Study to Identify Resources and Establish Guidelines for the Elimination of Sex Discrimination and Sex Stereotyping Practices in Vocational Education Programs. Final Report, November 1, 1978 through September 30, 1979.

Nebraska Univ., Lincoln. Center for Business and Vocational Teacher Education.

Spons Agency-Nebraska Occupational Needs Research Coordinating Unit, Lincoln.; Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date-79

Note-56p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Counselor Attitudes, Educational Opportunities, *Equal Education, Guidelines, *Program Improvement, *Remedial Instruction, Secondary Education, Secondary School Counselors, *Sex Discrimination, Sex Role, Sex Stereotypes, Teacher Attitudes, *Vocational Education, Vocational Education Teachers

The purpose of this research project was to (1) identify vocational education program recruitment procedures and career counseling techniques which are free of sex discrimination and sex role stereotyping; (2) identify special remedial training requirements for nontraditional sex roles and develop for nontraditional programs appropriate procedures for scheduling, registering, and enrolling students; and (3) develop operational and implementation guidelines for elimination of sex bias and sex stereotyping. The project was conducted in five phases: reviewing literature to select survey instruments, selecting population to be surveyed, collecting and analyzing materials, developing guidelines and resources list, and conducting a second survey

to compare the awareness levels of an experimental group with the control group to measure the effectiveness of the materials developed. Among the findings of the Attitude Toward Sex-Role Differentiation in Education survey was that counselors scored more liberal than the vocational teachers. Interviews with vocational educators indicated that all the teachers in their own area agreed that remedial help was needed for all nontraditional students entering their classes. (Appended material includes a proposal for the elimination of sex discrimination and sex stereotyping practices as they relate to vocational education, the survey instrument, and a resource file.) (LRA)

ED 179 755 CE 023 433

Larkin, John Martin, Barry

Testing and Evaluation Methods for the Maryland Plan Approach to Industrial Arts.

Maryland Vocational Curriculum Research and Development Center, College Park.

Spons Agency-Maryland Univ., College Park. Dept. of Industrial Education.

Pub Date-79

Note-37p.

Available from-Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P.O. Box 5448, McMullen Highway, Cresaptown, Maryland 21502

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives, Guidelines, Guides, Industrial Arts, Observation, Sociometric Techniques, Student Evaluation, *Test Construction, *Testing, Tests

Developed specifically to aid teachers who are using or wish to use the Maryland Plan approach to Industrial Arts, this guide offers procedural information on testing and evaluation useful to any teacher interested in evaluating student performance. Focus is on how to develop test items based on instructional objectives; examples are included. Suggestions are given for evaluating student growth in the affective as well as cognitive domains, in line with the Maryland Plan's concern for the development of the whole person. The guide stresses diagnostic procedures to identify strengths and weaknesses in order to plan appropriately for student progress. Main topics covered are (1) building a data collection device; (2) sociometric devices (to furnish information on the classes' social structure and to determine specificity of interpersonal relationships in a class); (3) observational devices (including participation charting, anecdotal records, rating scales, and student self-evaluation); and (4) teacher-made tests (to enable coverage of broad areas of content in a short period of time). (CP)

ED 179 756 CE 023 434

Stern, Robert N. And Others

Employee Ownership in Plant Shutdowns. Prospects for Employment Stability.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Pub Date-Nov 79
Note-217p.
Available from-W. E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, Michigan 49007 ($6.00, hardcover; $4.00, paperback)
Pub Type- Books (010) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Business, Business Responsibility, *Community Cooperation, *Community Involvement, Community Resources, *Cost Effectiveness, Economic Change, Economic Research, *Employer Employee Relationship, Industrial Relations, Investment
Identifiers-*Industrial Facilities

Prospects for local purchase of plants, resulting in community-employee-owned firms (CEFs), as an alternative to shutdowns, are examined in this three-part study. Part 1 considers the nature of plants in terms of industry-community relationships and the effects of a closing. Part 2 evaluates, through a cost-benefit approach, the strategy involved in a community investment. After examining an actual case in detail, the authors consider alternatives along with the difficulties of estimating costs, both social and economic. Part 3 evaluates cost-benefit methodology itself in terms of strengths, limitations, and how it applies to CEFs. A final chapter examines the CEF for its ability to maintain local control and worker participation in the long run. In looking at the issues from both statewide and local perspectives, the study notes that (1) local CEFs represent reassertion of control over one's personal fate in an increasingly centralized society, (2) economists and policy makers have tended to believe that corporate decisions to close plants are based on sound economic calculus (though such decisions relate costs and benefits to a company, not a community), and (3) the analysis in the report should serve as a model and as a tool to inform government officials who might support or reject CEF attempts. It shows the possibility that a company abandoned by a larger corporation can be run successfully by a community. (CP)

ED 179 757 CE 023 446

Brown, Marjorie M.

A Conceptual Scheme and Decision-Rules for the Selection and Organization of Home Economics Curriculum Content.

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-45p.
Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Content Analysis, *Curriculum, *Curriculum Development, Curriculum Evaluation, Curriculum Planning, Guidelines, *Home Economics Education, Statewide Planning
Identifiers-*Wisconsin

This four-part paper is designed to serve as a conceptual framework for use as a scheme in the selection and organization of content for the Wisocnsin home economics curriculum. In the introductory section the task to be accomplished is set forth and a framework established for the development of the paper. In section 2, attention is given to the nature of a conceptual scheme, its uses with respect to justifying curriculum content, and factors influencing the choice of a scheme for selecting and organizing the content of curriculum. Section 3 is devoted to the nature of home economics and implications for school curriculum content. Specific topics discussed include (1) the problem or orientation of home economics, (2) mode of inquiry appropriate for home economics, (3) a conceptual structure for home economics, and (4) implications of the nature of home economics for curriculum content. The final part of the paper summarizes by presenting decision-rules for the selection and organization of content. (LRA)

ED 179 758 CE 023 450

Ambury, George C.

Basic Issues in the Education of Prisoners.

Queen's Univ., Kingston (Ontario). Faculty of Education.
Pub Date-79
Note-38p.; Paper presented at the Ontario Educational Research Council (November 1979); Some information in the charts will not reproduce well due to small type
Pub Type- Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Communication (Thought Transfer), *Correctional Education, Educational Objectives, *Educational Problems, Goal Orientation, Human Development, Information Theory, Management, Objectives, Policy Formation, Self Concept, *Social Problems

The purpose of this paper is to identify primarily educational issues which are basic to the practitioner or researcher in the area of correctional education. Three categories of issues are examined. Management issues are one category and includes those which involve administrative and supervisory duties. Building a platform (rationale, philosophy, or policy) is essential to developing a correctional education curriculum. Creating more difficulty in management than any other aspect are faulty communications. There are three basic types of communications: formal, functional, and non-formal. The complexity of the network and difference in language are the focus of this issue. The final management issue is goal-setting and evaluating the desirability of a goal as it relates to individual perceptions and roles. A second category is that of contextual issues, which includes perception of the educational program and the nature of learners and instructors. The final category of issues encompasses the basics in prison education, including fostering human development, establishing opportunities and necessities for responsibility, the self-concept, meaning and purpose to correctional education, and establishing a cultural alternative. (A bibliography is appended.) (FP)

ED 179 759 CE 023 454

Cohen, Lee

Institute for Research and Development in Occupational Education. Annual Report City Univ. of New York, N.Y. Center for Advanced Study in Education.

Spons Agency-New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Report No.-CASE-14-79
Pub Date-Oct 79
Grant-VEA-78-3A-986-GS
Note-69p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Activities, Annual Reports, Educational Planning, Educational Resources, Instructional Media, Material Development, Professional Recognition, *Research and Development Centers, *Vocational Education
Identifiers-Communicasting, New York

Activities and accomplishments of the Institute for Research and Development in Occupational Education during 1978-1979 are discussed in this annual report, highlights of which include (1) production of a film dealing with sex equity; (2) development of a parallel Spanish version of the Career and Occupational Development test; (3) a second year of the Enhancing Potential for Women In Science program, so successful that it gained National Science Foundation support for two more years; (4) involvement in future-oriented planning of health occupations education following on from similar such efforts in business education; (5) publication of the ``Handbook of Vocational Education Evaluation''; (6) awarding by the American Film Festival of special recognition to the film ``Turning Points''; (7) acceptance by the Federal Communications Commission of the ``communicasting'' concept (which involves low power, two-way television for community use), followed by expressed intent on the part of several communities to undertake projects using communicasting technology. The report also covers organization involvement in presentations, national organization meetings, consultations with business, industry, and labor groups, and grants and projects worked on during the time period of the report. Appendixes contain selected relevant letters, newspaper articles, and conference schedules and announcements. (CP)

ED 179 760 CE 023 461

The Role and Status of Women Workers in the United States and Japan. A Joint United States-Japan Study.

Ministry of Labor, Tokyo (Japan). Women's and Minor's Bureau.; Women's Bureau (DOL), Washington, D.C.
Pub Date-76
Note-250p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-015-00050-3; $3.70)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Changing Attitudes, *Comparative Analysis, Data Analysis, Employment Opportunities, *Employment Problems, Equal Opportunities (Jobs), Fringe Benefits, Legislation, Salary Differentials, Sex Discrimination, Sex Role, Status, *Working Women
Identifiers-*Japan, *United States

The purpose of this joint study is to review the situation of women workers in Japan and the United States, to accelerate efforts necessary for the improvement of their status, to contribute to the solution of the problem of women workers, and to promote mutual understanding and cooperation between the two countries. Divided into three sections, the first explores the problems of women workers in the United States: their status in terms of wage earning, racial balance, the job benefits, and educational qualifications; measures to benefit these workers (legislation, employment assistance, research, and organizations); and their current problems. The second section reiterates similar information for Japanese women. Each section, written by the respective governments, was reviewed and approved by both sides. The third section, "Looking to the Future," presents parallel statements by each country on eight items constituting areas in which action should be taken: broadening occupational opportunities; improving counseling, education and training of women; changing attitudes toward working women; problems of reentry into the work force; problems of women with dual responsibilities; implementation of laws prohibiting sex discrimination; reducing earning differentials between men and women; and increasing number of decision making positions for women. Appended are statistical data on women workers and related legislation for each country with explanations of surveys and terms. (FP)

ED 179 761 CE 023 464

Sork, Thomas J., Ed. And Others

Research and Investigation in Adult Education: 1976-1978 Register. Information Series No. 169.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-76-0122

Note-190p.; Not available in paper copy due to small type

Available from-National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($5.10)

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education, *Adult Learning, Annotated Bibliographies, Global Approach, Instructional Aids, *Instructional Materials, Labor Education, Learning Characteristics, Management Development, Personnel, Perspective Taking, *Professional Continuing Education, Program Administration, *Program Content, *Program Planning, Supervisory Training, Teaching Methods, Technical Education, Vocational Education

Identifiers-Information Analysis Products

This annotated bibliography provides a comprehensive listing of adult education research and investigation materials that were entered into the ERIC system during the period 1976-78. Containing 1,014 entries, the bibliography covers adult learning characteristics, program planning and administration, learning environments, instructional methods, curriculum materials and instructional devices, personnel and staffing, education of particular groups, program areas, professional and technical continuing education, management and supervisory development, labor education, occupational training, institutional sponsors, and international perspectives in adult education. Subject and author indexes are provided. (CT)

ED 179 762 CE 023 466

Niemi, John A., Ed.

Viewpoints on Adult Education Research. Information Series No. 171.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-76-0122

Note-125p.

Available from-National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($7.75)

Pub Type- Collected Works - Serials (022) - Opinion Papers (120) - Collected Works - General (020)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Adult Education, *Continuous Learning, *Educational Research, Older Adults, Opinions, Research Methodology, *Research Projects

Identifiers-Information Analysis Products, *Participatory Research

This collection of speeches and essays concerns various viewpoints on the subject of adult education research. The first paper, Lifelong Learning: Problems in Research (Apps), examines the viewpoint that the majority of research as now practiced is not consistent with the major assumptions in the field of adult education. The next essay, Participatory Research: Should It Be a New Methodology for Adult Educators? (Griffith and Cristarella), answers several questions about participatory research: (1) What is participatory research? (2) How does it compare with established methodologies? and (3) Should all adult educators be taught to carry out such research? The third paper, Participatory Research: Breaking the Academic Monopoly (Hall), also deals with the concept of participatory research, especially with its future directions. Next, Boshier presents a conceptual and methodological perspective concerning research on participation in adult education. Finally, Boyd re-examines basic conceptualizations of learning for the older adult learner. Each paper includes bibliographies concerning the author's subject matter. (CT)

ED 179 763 CE 023 471

Kroll, Arthur M. Pfister, Linda A.

Selecting and Using Tests of Career Skills. Information Series No. 177.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-76-0122

Note-25p.

Available from-National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($2.20)

Pub Type- Collected Works - Serials (022) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Education, Evaluation Criteria, *Evaluation Methods, *Job Skills, Measurement, Skills, Test Construction, *Test Interpretation, *Test Reliability, Test Results, Test Reviews, *Tests, Test Selection, Verbal Ability

Identifiers-*Career Skills Measurement, Information Analysis Products

The increased attention to measuring career skills has resulted in more instrument development, more testing of students, and more test administrators. There are three key areas of concern. The first area is that of identifying purposes to be served by assessing career skills. Purposes include permitting descriptions of the current status of individuals or groups, and evaluation (effectiveness, utilization in program improvement, allocation of resources, and allocation of money). The second area is that of becoming an informed user of career skills tests Is the instrument designed for the test audience?; Is the reading level appropriate?; Is the test reliable?; Is it valid?; and Is it free of sexual and cultural stereotyping? The third area concerns limitations in test design and use. There are two principal concerns about the design of paper and pencil career skills assessment materials. They are (1) indirect measurement and the problem of sampling in assessing career skills, and (2) the effects of verbal ability on student performance on measures of career skills. Appropriate caution should be observed in using tests of career skills. (CT)

ED 179 764 CE 023 472

Clyde, John S.

Computerized Career Information and Guidance Systems. Information Series No. 178.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-76-0122
Note-71p.
Available from-National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($4.50)
Pub Type- Information Analyses (070) -- Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults, Career Development, Career Opportunities, *Career Planning, *Computers, *Decision Making, *Guidance Counseling, *Information Systems, Junior High School Students, Postsecondary Education, Program Development, Senior High Schools, *Systems Analysis
Identifiers-Information Analysis Products

This review of computerized career information and guidance systems begins with a discussion of the increase in computer systems in daily life. Part 2 examines the emergence of a national career information system program. The development of computerized systems that assist in career decision making is described in part 3. Part 4 provides descriptive information on leading computerized systems, comparing such elements as effectiveness, user populations, marketing services, and others. Part 5 reviews the literature on system research and evaluation for the following populations: junior/senior high school students, postsecondary students, and non-school adults. The review also contains charts illustrating the various elements of the different systems. Appended materials include proposed standards and self-evaluation guides for system assessment and a list of systems publications. (CT)

ED 179 765 CE 023 473

Thompson, Catherine, Comp.

State Directory of Educational Dissemination for Adult, Career, and Vocational Education. Information Series No. 182.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-76-0122

Note-95p.

Available from-National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($5.50)

Pub Type- Collected Works - Serials (022) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Education, Bilingual Education, Career Education, Coordinators, *Directories, Elementary Secondary Education, *Federal Programs, *Information Dissemination, Literacy, Migrant Education, Research Projects, *State Agencies, *State Departments of Education, Vocational Education

Identifiers-Information Analysis Products, United States

This directory contains a compilation of contact persons for a number of state and federal agencies for dissemination of educational information. The lists include contact persons from all fifty states, Puerto Rico, American Samoa, Guam, and the Virgin Islands. Most addresses include phone numbers. The agencies are as follow: (1) National Association of State Education Department Information Officers; (2) chief state school officers; (3) State Dissemination Leadership Project representatives; (4) state facilitators for the National Diffusion Network; (5) State Dissemination Grants Program; (6) National Network of Centers for Bilingual Education; (7) State Liaison Representatives; (8) Elementary and Secondary Education Act Title IV state coordinators; (9) National Right to Read Effort; (10) State Research Coordinating Units directors; (11) contact persons for career education; (12) contact persons for vocational education; (13) contact persons for adult education; (14) Elementary and Secondary Act Title I Migrant State Coordinators. (CT)

Bhaerman, Robert D.

What "First Generation" Research on Career Education Says to the Classroom Teachers and Vice Versa. Information Series No. 179.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-79

Contract-400-76-0122

Note-30p.

Available from-National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($2.35)

Pub Type- Information Analyses (070) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Education, Curriculum Development, Educational Accountability, Educational Facilities, *Educational Research, Evaluation, *Evaluation Criteria, Evaluation Methods, *Evaluation Needs, Faculty Development, Intervention, Learning Activities, Performance Factors, *Program Effectiveness, Research Design, Research Problems, State of the Art Reviews

Identifiers-*Information Analysis Products

Intended for the classroom teacher, this review of first generation career education research is based primarily on Edwin L. Herr's comprehensive review and synthesis, "Research in Career Education: The State of the Art" (ED 149 177). Herr's major findings have been summarized in a list of statements. For example, two of these statements are as follows: (1) successful programs tended to show considerable community involvement and the bringing together of students and working adults in some way, and (2) several studies indicated that parents are still the most influential factor in students' career development. Several key observations also are presented regarding the impact and nature of the research conducted. The following are representative: attitudinal and affective outcomes, such as changes in self-concept, were achieved less commonly than cognitive content; there was little evidence that institutional effects were considered; and in many projects the conceptual framework was obscure, thus making it difficult to know what changes in students or in teachers could be anticipated. The remainder of this document focuses on comments and questions teachers might want to consider and to ask researchers. These questions are based on guidelines in "Ways to Evaluate Different Types of Career Education Activities: A Handbook of Evaluation Models" (Anita Mitchell, et al.). (BM)

ED 179 767 CE 023 475

Bhaerman, Robert D., Comp.

Techniques and Strategies for Infusing Career Education into the Educational Program for Exceptional Children: Some Sample Resources. Information Series No. 181.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-79

Contract-400-76-0122

Note-62p.

Available from-National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($3.80)

Pub Type- Information Analyses (070) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Behavioral Objectives, *Career Education, *Educational Programs, Educational Resources, Educational Strategies, *Exceptional Child Education, *Handicapped Students, Learning Activities, Program Descriptions

Identifiers-*Educational Resources Information Center, Information Analysis Products, *Infusion Techniques

Resources to develop techniques and strategies for infusing career education into educational programs for exceptional children are examined in this paper. The first section, in question-and-answer format, deals with questions teachers have about career education infusion: definitions of terms, the significance of career education for handicapped students, and the ERIC system as a source of information. In the next section, abstracts of thirty-nine projects and programs in this area are presented. In the third section, five examples illustrate specific techniques and strategies: (1) a sample module; (2) bibliography; (3) suggested classroom activities; (4) behavioral objectives; and (5) a sample teaching unit. The appendix explains how to find documents in the ERIC system. (CT)

ED 179 768 CE 023 477

Nelson, Helen Y.

Home Economics Education; A Review and Synthesis of the Research. Information Series No. 184.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-76-0122
Note-135p.
Available from-National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($7.75)
Pub Type- Collected Works - Serials (022) - Information Analyses (070)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adult Education, Area Vocational Schools, *Consumer Education, *Educational Research, *Home Economics Education, Homemaking Education, Instructional Materials, Learning Characteristics, Learning Processes, *Occupational Home Economics, Postsecondary Education, Professional Training, *Research Projects, Secondary Education, Sex Stereotypes, *Teacher Education, Teaching Methods
Identifiers-Information Analysis Products

This review and synthesis of research on home economics education covers studies done during the period 1970-1978. Research reports cover the following topics: consumer-homemaking education, occupational home economics programs in the junior and senior high schools, postsecondary and outreach programs for adults, area vocational schools, and home economics teacher education. The review focused on those studies investigating significant problems which tested theoretically derived hypotheses, those which approached problems in an innovative manner, those which illustrated a continuity of research, those which tended to conceptualize problems, and those which test experimental or quasi-experimental designs. The studies are divided into the following sections: the professional education of teachers; professionalism in home economics education; learning processes and teaching methods; needs, characteristics, and interests of learners; curriculum and teaching materials; sex-role stereotyping; occupations in home economics fields; evaluation; responsiveness to needs for information; and recommendations for future research. A list of references concludes the document. (CP)

ED 179 769 CE 023 478

Adamsky, Richard A. Cotrell, Calvin J.

Vocational Teacher Education: A Review of the Research. Information Series No. 185.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-79

Contract-400-76-0122

Note-44p.

Available from-National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($2.80)

Pub Type- Information Analyses (070) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Financial Support, Job Skills, *Performance Based Teacher Education, Personnel Needs, Research Projects, State Aid, Systems Development, Task Analysis, *Teacher Recruitment, *Teaching Experience, *Training Techniques, *Vocational Education Teachers

Identifiers-Information Analysis Products, *Vocational Teacher Education

Research literature was reviewed for the joint purposes of assessing the state of the art in vocational teacher education research and attempting to determine whether vocational teacher education has escaped its ancillary status and, through significant research, moved toward becoming an intellectual field. Most of the research studies deal with teachers' occupational competencies and experience and use the task-analytical approach. The standardization of occupational competency tests is now the focus of several research efforts. One area which has attracted little research is the problems of teacher recruitment. An area where more research is recommended is that of personnel and materials resources and the disparity from state to state in availability of these resources, especially money for funding. Another area, one in which much significant research has been done, is that of performance-based teacher education, which continues to grow and spread throughout many states. Other research has dealt with alternative techniques for dispensing system content and the ways to organize this content. It was concluded that, at present, vocational teacher education remains an ancillary activity, due partly to lack of financial support and sparseness of research in the field. (CT)

ED 179 770 CE 023 479

Albright, Leonard

Administering Programs for Handicapped Students. Professional Development Series, No. 3.

American Vocational Association, Washington, D.C.; ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Pub Date-79
Note-25p.
Available from-Special Publications, American Vocational Association, 2020 N. 14th St., Arlington, VA 22201 (Order No. 10379, $3.00)
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Access to Education, *Administrator Responsibility, Community Involvement, Educational Alternatives, Elementary Secondary Education, Guidelines, Handicap Detection, *Handicapped Students, Individualized Instruction, *Individualized Programs, Inservice Programs, *Mainstreaming, *Program Administration, Program Evaluation, Student Placement, Teacher Participation, *Vocational Education
Identifiers-Education for All Handicapped Children Act, Rehabilitation Act 1973, Vocational Education Amendments 1976

Intended as a primer for administrative action, this booklet gives the vocational adminstrator some basic guidelines and strategies for managing vocational programs and services for handicapped students and clarifies key concepts. The five sections each address one of the major concerns of an administrator: identifying students with handicaps, the individualized education program (IEP), student placement, monitoring and evaluating special services, and managing human resources. Definitions of the handicapped and nine categories of handicap offered in the 1976 vocational education legislation (Public Law 94-482) are provided as well as suggestions for establishing identification procedures (part 1). Detailed planning for each student is discussed in terms of the IEP its definition, participants, teacher's contribution, and format, content, and process (part 2). Implications of student placement by the administrator into the least restrictive environment are discussed next, including placement alternatives, admittance requirements, and program accessibility (part 3). An IEP status reporting system is recommended to monitor the program, and a procedure for evaluating the effectiveness of services is presented (part 4). Active teacher involvement is emphasized as important for successful implementation of program ideas and new procedures (part 5). Organization, conduction, and funding of inservice programs are discussed. A brief note on effective advisory councils to expand education and employment opportunities follows. (YLB)

Peterson, Marla

Serving Handicapped Students in Vocational Education: A Guide for Counselors. Information Series No. 186.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency National Inst. of Education (DHEW), Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-79

Contract-400-76-0122

Note-32p.

Available from-National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($2.35)

Pub Type- Information Analyses (070) - Collected Works - Serials (022) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Development, Career Exploration, *Counselor Role, Federal Legislation, *Handicapped Students, *Individual Development, Job Application, Job Development, Job Placement, Parent Participation, Pupil Personnel Workers, Self Concept, Testing, Vocational Education

Identifiers-Information Analysis Products, *School to Work Transition, *Vocational Assessment

This paper discusses some of the specialized knowledge, role expansion, and guidance and counseling techniques designed to help school counselors and other school personnel assist handicapped students with their life development. A section on pupil personnel service workers examines the necessity for such workers and the federal laws affecting education programming. The section on career development is divided into discussions of personal-social development needs (such as realistic work experiences) of handicapped individuals. The next section explores five elements of vocational assessment: (1) the importance of vocational assessment; (2) parents as partners in the assessment process; (3) federal laws and testing requirements; (4) special considerations for testing the handicapped; and (5) the role of the counselor. This section also includes short descriptions of ten vocational evaluation systems. The final section explores the transition from school to work, including suggestions concerning job seeking, job development, job placement, and job follow through. (CT)

ED 179 772 CE 023 481

Vasa, Stanley F. And Others

Career Education for the Handicapped Child: A Guide to Parent Education Programming. Information Series No. 180.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-79

Contract-400-76-0122

Note-33p.

Available from-National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($2.35)

Pub Type- Information Analyses (070) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Development, *Career Education, *Delivery Systems, *Handicapped Students, Information Sources, Job Application, Job Skills, Parent Child Relationship, *Parent Role, *Program Design

Identifiers-Information Analysis Products

This paper explores the procedures utilized in developing a program model to assist parents of handicapped students in learning about their roles in enhancing the development of their children's skills and attitudes necessary for the work world. The first section discusses three basic assumptions about parents and their role in education: (1) their concern about their children; (2) their right to be involved in their child's educational program; and (3) their effectiveness as teachers. Questions that parents have about such topics as career education, parental support of the school, career development at home, parental support of their child's job selection and procurement process, and information resources are examined briefly in the next section. The third discusses a program delivery system, including such elements as program goals, duration, resources, and evaluation. Appended materials include six career education objectives for the handicapped child, suggested parent activities, a directory of organizations related to the handicapped, and a fact sheet concerning the problems faced by parents of handicapped children. (CT)

ED 179 773 CE 023 483

Rice, B. Douglas

An Introduction to Rehabilitation of Severely Handicapped Homebound Persons.

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

Pub Date- 79

Note-28p.

Available from-Arkansas Rehabilitation Research and Training Center, Hot Springs Rehabilitation Center, Hot Springs, AR 71901 ($3.00)

Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Civil Liberties, Community Agencies (Public), Community Resources, Delivery Systems, Employment, *Homebound, Legislation, Manuals, Models, *Normalization (Handicapped), *Rehabilitation, *Services, *Severely Handicapped, Special Programs

This manual is intended as a resource document for those who train others about homebound individuals and the services available to them. Subjects addressed include (1) identification of homebound persons; (2) legislation and the severely handicapped (covering comprehensive services, centers for independent living, services for the older blind, and protection and advocacy of rights for the handicapped); (3) general information about services to the homebound; (4) models of homebound service programs; (5) employment opportunities; (6) modifications of jobs for the homebound; and (7) implications for rehabilitation agencies. A list of resources and programs and a bibliography are appended. (CP)

ED 179 774 CE 023 497

Spotts, Robert L. Hampson, Barbara Bednarz

National Directory of Experience-Based Career Education Programs.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Note-231p.; Some pages may not reproduce well due to light and broken type

Available from-EBCE Project/Far West Laboratories, 1855 Folsom Street, San Francisco, CA 94103 ($6.00)

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Career Education, *Career Exploration, Demography, Demonstration Projects, Directories, Educational Objectives, Educational Programs, Enrollment, *Experiential Learning, Models, National Surveys, Program Descriptions, School Statistics, Student Characteristics, Work Experience Programs

Identifiers-*Experience Based Career Education, National Experience Based Career Education Assn

This directory of Experience-Based Career Education (EBCE) programs is designed (1) to facilitate communication among EBCE practitioners and potential adaptors by providing programmatic and demographic data about the programs implemented in schools across the country and (2) to serve the National EBCE Association as an initial listing of its membership. Following a brief history of the development and implementation of EBCE, programs are listed in two sections, each proceeded by an index. The first listing, by states, contains sketches on each project in which program, student, and community characteristics are itemized. Names and addresses of contact people are included. The second listing is by program characteristics: classification by source and fidelity of curriculum model, community settings, grade levels, proportion of student's curriculum in EBCE, type of credits available, and maximum length of enrollment. Profiles of the four laboratory-developed models, Appalachia Educational Laboratory, Far West Laboratory, Northwest Regional Education Laboratory, and Research for Better Schools, are included. Also appended is a list of EBCE program goals and the questionnaire used for collection of data. (FP)

ED 179 775 CE 023 498

Philpot, Wilbertine P. Bernstein, Stuart

Minorities & Women in the Health Fields: Applicants, Students, and Workers. Health Manpower References.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No.-DHEW-HRA-79-22

Pub Date-Oct 78

Note-130p.; Notational information throughout this document will not reproduce well due to small type; For a related document see ED 120 525

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-022-00655-3)

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Degrees (Titles), Dental Schools, Dentists, *Employment Statistics, Enrollment, *Females, Health Occupations, *Health Occupations Education, *Health Personnel, Labor Supply, Males, Medical Education, Medical Schools, *Minority Groups, National Surveys, Nurses, Optometrists, Paramedical Occupations, Pharmacists, Physicians, Postsecondary Education, Race, School Statistics, Sex (Characteristics), *Statistical Data, Tables (Data), Veterinary Medicine

Identifiers-Allied Health Occupations

A comprehensive look at the current and future supply of women and minorities in the health professions and in health professions schools is provided in this statistical report. Its data are more extensive than those presented in either of two earlier reports, hence, it can prove useful in assisting analysis of the composition of the nation's health manpower supply, as the preface notes. The two major sections consist of Racial/Ethnic Tables, where most current data on minorities may be found, and Male/Female Tables, where essentially the same information is cross-classified by sex. Major categories are medicine, osteopathic medicine, dentistry, optometry, pharmacy, podiatry, veterinary medicine, nursing, and allied health, with breakdown by categories such as applicants and enrollments, academic years, percent and number of practitioners in each field, degrees awarded, and individual schools. (CP)

Karmel, Peter
Youth, Education and Employment.
Australian Council for Educational Research, Hawthorn.
Pub Date-Nov 79
Note-20p.; Radford Memorial Lecture delivered to the Australian Association for Research in Education (Melbourne, Australia, November 9, 1979)
Available from-Lawrence Verry, Inc., River Road, Mystic, Connecticut 06355 (ISBN-0-85563-203-8)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Education, Counseling, *Dropout Prevention, Dropout Research, Dropouts, *Educational Alternatives, *Education Work Relationship, Full Time Students, Part Time Jobs, Part Time Students, *Policy Formation, Public Policy, *School Holding Power, Secondary Education, Student Financial Aid, Unemployment, Withdrawal, *Youth Employment
Identifiers-*Australia

To alleviate the economic problems of youth, the Australian Education Council has expressed the need for a comprehensive youth policy whose aim should be to provide young people with options in education, training, or employment. Facts show a declining rate of retention to completion of secondary schools for males due to the present low employment levels and increased unemployment benefits. Conversely, a sharper decline in full-time employment opportunties for females and a reluctance to accept unemployment benefits influences females to stay in school. Student enrollment directly from school at universities, colleges, and technical and further education (TAFE) institutions has declined; the shortage of jobs, less value placed on degress, and unattractive scholarship plans act as disincentives. A decline in full-time employment is almost offset by an increase in part-time job opportunities but, unemployment benefit policies discourage part-time work. Full-time students hold most part-time jobs. A youth policy will provide options which will make unemployment the least acceptable alternative as full-time employment opportunities decrease. Success depends on (1) responsible schools teaching the basic skills, (2) a counseling system emphasizing pastoral care, (3) a rationalized education and training allowance scheme, (4) institutional responsiveness, and (5) work opportunities. Too hasty emphasis on the role of vocational education and TAFE should be avoided. (YLB)

ED 179 777 CE 023 506

A Guide to Coordinating CETA/Vocational Education Legislation Affecting Displaced Homemaker Programs.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Women's Bureau (DOL), Washington, D.C.

Pub Date-May 79

Note-45p.; For a related document see CE 023 510

Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, Employment Services, Federal Aid, *Federal Legislation, Federal Regulation, Guides, Housewives, Human Resources, *Interagency Cooperation, Planning, *Program Coordination, Research, Resource Allocations, *Vocational Education

Identifiers-*Comprehensive Employment and Training Act, *Displaced Homemakers

To assist CETA (Comprehensive Employment and Training Act) prime sponsors, vocational educators, planning councils, and service deliverers in coordinating resources, this guide is offered as a help in meeting the needs of displaced homemakers who are eligible for services. It furnishes an overview of federal legislation covering displaced homemakers, followed by a discussion of the legislation's purpose, of funding, of eligibility criteria, advisory councils, services, and research. The guide gives the actual wording of relevant legislation along with definitions of terms. There is a review of CETA reauthorization, with a focus on its special provisions for women, and of CETA amendments. Excerpts from the reauthorization legislation and regulations, together with definitions, are included. (CP)

Billman, Lynne
Displaced Homemakers: A CETA Program Model, Fitchburg, Massachusetts.
Women's Bureau (DOL), Washington, D.C.
Pub Date-78
Note-58p.; For a related document see CE 023 506
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00342-4)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Basic Education, Adult Counseling, *Housewives, Job Placement, Peer Acceptance, *Personal Adjustment, Role Models, Self Evaluation, Skill Development, *Vocational Adjustment, Work Attitudes, Work Experience Programs
Identifiers-Comprehensive Employment and Training Act, *Displaced Homemakers

Divorced, widowed, or separated women need help in three basic areas in the transition from sheltered home life to the world of work: (1) in recognizing their own interests and abilities; (2) in obtaining up-to-date, salable skills; and (3) in finding support services, such as counseling, job placement, peer group support, and role models. A Homemakers Re-entry Program (HRP) addressing these needs was developed using CETA (Comprehensive Employment and Training Act) funding. It enrolled groups of women every three months following an assessment and testing preselection phase. The HRP, stressing individual development rather than skills development per se, involved orientation for self-assessment and study of career options, a work experience component consisting of two two-month stints working for nonprofit agencies, and a final two-week job-readiness seminar or series of workshops. Some women chose basic education or other training prior to the work experience, and some were referred to CETA for courses following graduation from the HRP. Weekly seminars and peer support continued throughout the five-month HRP. As-yet incomplete evaluation of HRP's model (i.e., first-year operation) indicates considerable success, although low job retention of graduates is troublesome. Increased counseling and followup services should accompany program continuation. (Relevant evaluation forms, agendas, and questionnaires are appended.) (CP)

ED 179 779 CE 023 517

Operation Resource: Abstracts of Current Curriculum Development Activities in Industrial Arts Teacher Education. 1979 Update.

American Council on Industrial Arts Teacher Education, Washington, D.C.

Pub Date-79

Note-68p.; For related documents see ED 126 265 and ED 145 225

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Abstracts, *Curriculum Development, Educational Innovation, Elementary Secondary Education, *Industrial Arts, Instructional Materials, Program Descriptions, Program Development, Program Evaluation, *Resource Guides, *Teacher Education, Teaching Methods

This 1979 supplemental update of "Operation Resource: Abstracts of Current Curriculum Development Activities in Industrial Arts Teacher Education" contains twenty-six two-page abstracts, each including title of activity, department/division, institution/organization, city and state, director(s) of activity, dates initiated and concluded, sponsoring/funding agent, descriptors, purposes/goals/objectives, progress to date, future plans, project publications, and sources of available information. Instructions for incorporating the abstracts and the descriptor index into the original documents are included. (LRA)

ED 179 780 CE 023 519

Stevenson, William W.

Vocational Education Evaluation: Problems, Alternatives, Recommendations. Research and Development Series No. 182.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-79

Contract-300-78-0032

Note-61p.

Available from-National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (order no. RD-182; $4.50)

Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Communication (Thought Transfer), *Educational Assessment, Evaluation Methods, Information Utilization, *Problems, *Problem Solving, *Program Development, Program Effectiveness, Program Evaluation, *State Programs, *Vocational Education

Sixteen vocational education evaluation problems which indicate the present situation in the states are discussed, and alternative solutions to them are suggested in this report. Each problem represents a situation that should be remedied or a need that must be met and was found to be common to a number of states attempting to develop or improve their system of vocational education evaluation. Both the problems and alternative solutions are largely drawn from (1) the personal experience of the author in implementing and operating a state evaluation system; (2) the experience of providing technical evaluation assistance to several states; (3) consultation, conversation, and survey of a number of state evaluation coordinators; and (4) the input of the author's evaluation colleagues. Problems are operational, procedural, and content-oriented. More specific topics concern follow-through, communication of results, systemization of evaluation efforts, employer cooperation, information utilization, effectiveness of the evaluation system, and emphasis on outcome evaluation. Following a discussion of each problem, two to six alternative solutions are listed with their respective advantages and disadvantages. Recommendations and observations specific to the problem and its alternatives then follow. (YLB)

ED 179 781 CE 023 521

Allen, Edward K.

A Study of the Relationship of Teacher Enthusiasm to Salient, Selected Variables Influencing Achievement in the Vocational Laboratory. Final Report.

Temple Univ., Philadelphia, Pa.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date-14 Dec 79

Note-30p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Class Attendance, Effective Teaching, High School Students, Intelligence, *Learning Motivation, Secondary Education, Student Attitudes, Student Evaluation of Teacher Performance, *Student Motivation, Teacher Behavior, Teacher Characteristics, *Teacher Influence, *Teaching Styles, Vocational Education, Vocational Education Teachers

Identifiers-Teacher Enthusiasm

A study addressed the question, "If a teacher exhibits enthusiasm while instructing, what will be the effect upon measures relating to student achievement?" Student variables studied in relationship to teacher enthusiasm were (1) attendance; (2) interest in school and in the particular subject; (3) educational motivation; and (4) student rating of vocational teachers. The literature suggests these factors are related to some extent. Methodology involved having forty-three inservice vocational teachers submit two fifteen-minute videotaped teaching sessions wherein trained raters could assess the independent variable of teacher enthusiasm using eight carefully described criteria. Students at those sessions were tested, using appropriate instruments, for the selected factors, and a Product-Moment correlation statistic was used on the data. Conclusions, based on data analysis, were that no significant correlation exists between teaching enthusiasm and the selected factors with the exception of student rating of instructors, where the coefficient was marginally significant. (CP)

ED 179 782 CE 023 523

White, Charles M.

A Second Look at Maslow's Hierarchy of Basic Needs.

Pub Date-Feb 80
Note-15p.; Paper presented at the Lifelong Learning Research Conference (College Park, Maryland, February 1-2, 1980)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Adult Educators, Adult Learning, Adults, Attitudes, *Educational Psychology, *Individual Needs, Maturation, *Need Gratification, *Psychological Needs
Identifiers-Hierarchy of Needs, *Maslow (Abraham R)

Implications of Maslow's Need Hierarchy are considered in this paper, along with possible qualifications to the suggested structure and potential effects of superimposing relative deprivation theory onto the hierarchy as an approach to adult education. The interfacing of needs and alternative structurings is discussed in terms of two theories: (1) that the level of need within any sphere is directly related to the need's immediacy as perceived by the individual, and (2) immediacy of more basic needs will arise less frequently as the individual matures. These alternatives help the author take issue with Maslow, who, even though he supports growth motivation, fails to achieve a behavioral definition thereof. A relationship is demonstrated between the environment and individual behavior using concepts of "maturation needs" and relative deprivation theory. The author hypothesizes that (1) if adult attitudes of either acceptance (of an unchangeable present state) or resignation can be altered, the instinctive need for maturation toward higher needs may prompt individual action, and (2) similarly, gratification of lower needs will create a vacuum effect which the instinctive maturation process will attempt to fill. If education is truly accessible and offers to meet adult needs, then, the author maintains, the adult will opt for it. Thus, for educators, it is suggested that they learn to manipulate student perception of the environment such that learning and education offer reinforcement and needs gratification. (CP)

ED 179 783 CE 023 526

Kozak, Michael R.

Theme: Special Needs Students. Topic II: Meeting the Needs of Special Needs Students through Individualized Instruction''.

Pub Date-79
Note-10p.; Paper presented at the National Convention of the American Vocational Association (73rd, Anaheim, California, December, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Flexible Progression, *Handicapped Students, *Individualized Instruction, Individualized Programs, Industrial Arts, Junior High Schools, *Mainstreaming, Mastery Learning, Needs, *Needs Assessment, Objectives, Teaching Guides
Identifiers-*Special Needs Students

Individualized instruction is an important tool in mainstreaming special needs students in industrial arts, as experience has shown. Important steps toward meeting these needs include (1) making an individualized assessment of each student, of student needs, and of the present state of student accomplishments; and (2) developing an individualized educational plan (IEP), wherein needs are related to course goals and objectives and provision is made for measurement of success. One step beyond the IEP for special needs students would be an IEP for every student. This approach was adopted for a junior high general metals program. Course objectives were written into class projects that provided a logical progression of learning. Lists of prescriptions'' that ranged in level of difficulty were made for every project such that student demonstration of a certain level of mastery exempted the individual from written work requirements. Students were able to use self-corrected tests to measure their progress. The approach enabled the class to meet the intent as well as the letter of the law on mainstreaming of special needs students and allowed students to tailor learning events to suit themselves. (The appendix contains a set of questions which can help determine appropriate individualized programs for special needs students.) (CP)

ED 179 784 CE 023 528

Neely, Margery A. And Others

Manual and Guide: Analogous Competency Assessment.

Kansas State Univ., Manhattan. Coll. of Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-78
Grant-G007701926
Note-111p.; Some pages will not reproduce well due to light and broken type
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrative Personnel, *Administrator Qualifications, Communication (Thought Transfer), Decision Making Skills, *Educational Administration, Educational Planning, *Experiential Learning, Females, *Guides, Informal Assessment, *Job Skills, Leadership, Management, Manuals, *Material Development, *Portfolios (Background Materials), Vocational Education, Volunteer Training

To assist women who aspire to vocational administrative positions but lack the required work experience, a guide was developed to build an administrative competency portfolio for presentation of abilities acquired through unpaid or volunteer experiences and paid work experiences where administrative responsibilities were present but not obvious from job title. To provide a basic format for the portfolio, the five administrative dimensions of goal-setting and planning, organizational management, communication, decision making, and demonstrated leadership ability were identified through job descriptions, literature review, and consultation. Validity and reliability were demonstrated through a field test of the guide in which eight self-selected women developed portfolios which were then rated by twenty-four administrators. Six of the women also attended a workshop where they completed standardized measures and were rated on competencies observed in simulation exercises. The four-point guide includes exercises and worksheets to build the portfolio through identification of skills and knowledge, articulation (communication of level of competency), documentation, and organization. Sections of the finished portfolio (a supplement for traditional resumes and application forms) are narrative, competency profile sheet, table of contents to life experiences and documentation items, and individual life experience description supported by items of documentation. The "Guide: Administrative Competency Portfolio" is appended. (YLB)

ISSOE. Field Test Prototype Student Reporting System for ISSOE. Final Report, Findings and Recommendations.

Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.
Spons Agency-New York State Education Dept., Albany. Div. of Occupational Education Supervision.
Pub Date-Nov 79
Grant-79-3C-889GS
Note-113p.; For a related document see ED 170 513
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Achievement, Bibliographies, *Data Processing, Information Utilization, Job Skills, Literature Reviews, Needs Assessment, *Performance Based Education, *Program Evaluation, *Student Evaluation, *Student Records, Teacher Participation, User Satisfaction (Information), *Vocational Education
Identifiers-*Instructional Support System Occupational Educ

A prototype manual Instructional Support System for Occupational Education (ISSOE) student reporting system (SRS) developed in 1977-78 (see note) was field tested to determine the feasibility of collecting data on student progress from teachers, processing it at a central location, and returning student informational forms to teachers and students. A review of literature relevant to the development of the SRS, administrator and teacher orientation meetings, and needs assessment meetings with teachers were conducted prior to actual data collection. The field test involved 335 students in eleven auto mechanics and fourteen office practice programs. Once each reporting period teachers indicated individual student performance levels for completed ISSOE competencies matched to Dictionary of Occupational Titles (DOT) job titles. The data was processed at the Cornell Institute for Occupational Education, then returned on informational sheets to students, teachers, administrators, and guidance personnel. Their responses and those of others in the education and work communities were solicited in interviews and meetings. Responses were generally positive. Appendixes, amounting to one-half of the report, include recommended student reporting forms; ISSOE competencies matched to DOT job titles (automotive and office); agendas for administrator and teacher meetings; and minutes of the employers' conference. (YLB)

ED 179 786 CE 023 535

Canipe, Stephen L.

A Curriculum Research Paper Presented to Dr. William Cartwright, Department of Education, Duke University.

Pub Date-Oct 79
Note-66p.
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Business, *Cooperative Education, Cooperative Programs, Education Work Relationship, Grants, *Instructional Materials, Postsecondary Education, Publishing Industry, *School Industry Relationship, Schools, Secondary Education, Teacher Seminars, Teacher Workshops, Textbooks, Tutorial Programs, *Vocational Education, Work Study Programs
Identifiers-Industry Education Councils

Although the historical involvement of business in cooperative education has led to more insistance by some on a greater degree of involvement, others question not only the extent of business involvement but also the involvement per se. The fact that business participates in education and that schools seek and accept this participation provides strong reason for believing that each group benefits from the relationship. One of the best ways for business to get involved in education is to help in the formation of a local industry education council to assist youth in the transition from school to work. Business also participates through work study programs, tutoring programs, activities for the handicapped, and college faculty consulting. In addition to making available free classroom materials, business offers workshops and seminars for teachers and gives direct financial grants to educational institutions. Commercial efforts of business include industry-owned publishing companies and industry-run schools. In the popular press and educational journal articles dealing with the appropriateness of business involvement, claims of biased materials are countered with praises for business cooperation and high quality materials. Since the two are interdependent, business should continue to aid education. (YLB)

ED 179 787 CE 023 536

Franklin, Paul L.

The Comprehensive Employment and Training Act: A Guide for Educators.

College Entrance Examination Board, New York, N.Y.
Pub Date-79
Note-116p.
Available from-College Board Publications Orders, Box 2815, Princeton, New Jersey 08541 ($6.50)
Pub Type- Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Organization, Economically Disadvantaged, Federal Programs, *Federal Regulation, Models, *Program Descriptions, *Program Development, Program Evaluation, Resources, Work Experience Programs
Identifiers-CETA Amendments 1978, *Comprehensive Employment and Training Act, Department of Labor

A description of the Comprehensive Employment and Training Act (CETA) precedes an examination of the CETA network. The three fold purpose of CETA is (1) to establish a flexible and decentralized system of federal, state, and local programs; (2) provide job-training and employment opportunities for the economically disadvantaged who are unemployed, underemployed, or attending secondary school; and (3) assure that training and other services will lead to maximum employment opportunities and enhance self-sufficiency. Further explanation of the network includes a description of the prime sponsors of CETA, with emphasis on the state. A model for CETA implementation is included. The Department of Labor's role is related to CETA including a summary of federal requirements for program evaluation and reporting. A description of Title III and its administration follows. Special attention is given to Youth Employment and Demonstration Programs as one of the more successful CETA activities. Suggestions for obtaining funding conclude this section. The second section is a collection of summaries of program ideas. The third section suggests resources for learning more about CETA and contact points within the network. A chart illustrating employment and training administration organization follows. A description of CETA, a list of contacts and prime sponsors, and further resource materials are appended. (F)

ED 179 788 CE 023 537

Dudley, Gerald O.

The Normative Study of Indiana Students Using the Comparative Career Search Test. Final Report.

Indiana Univ., South Bend. Indiana Career Resource Center.; Penn-Harris-Madison School Corp., Mishawaka, Ind.
Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date-Jul 78
Note-85p.; Best copy available
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Filmstrips, *High School Students, *Interest Tests, *Junior High School Students, *Norms, Secondary Education, State Surveys, Statistical Analysis, *Vocational Interests
Identifiers-Indiana

An instrument was developed and field tested to provide vocational counselors with statewide vocational interest stratification patterns of secondary school youth. Analysis was made of a previously developed prototype that used slides showing workers in situ in order to elicit indications of student interest. Items from this were arranged to produce filmstrip and cassette versions for the Comparative Career Search (CSS); a hand-scorable answer form was developed; and the package was field tested in fifty school systems. Statistical analysis of data produced the necessary test of project objectives and development of student norms. Recommendations for further revision at a later date were made. (Appendixes contain answer forms, both before and after revision, the audio cassette script, correspondence, norm graphs, and a user's manual.) (CP)

ED 179 789 CE 023 538

Charters, Alexander N. Gschwender, Edward J.

Community Education: An Annotated Bibliography.

Clearinghouse of Resources for Educators of Adults, Syracuse, N.Y.

Spons Agency-New York State Education Dept., Albany. Div. of Continuing Education.

Pub Date- 79

Note-232p.; Colored pages may not reproduce clearly

Available from-CREA, 224 Huntington Hall, Syracuse University, Syracuse, New York 13210 ($10.00)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education, *Adult Educators, Annotated Bibliographies, Community Cooperation, *Community Education, *Community Resources, Community Role, Community Services, Educational Resources

This fully annotated bibliography of over 1,000 documents and journal articles is compiled to assist educators, community organizations, and citizens interested in community education, whether in theory or in practice, by identifying relevant resources in the field. Citations originate in three abstracting systems: documents described in ERIC's (Educational Resources Information Center) Resources in Education (RIE), articles identified in ERIC's Current Index to Journals in Education (CIJE), publications reviewed by the Clearinghouse of Resources for Educators of Adults (CREA). Items are indexed under twenty-five subject headings: general, accreditation, administration, agencies, communications, comparative, counseling, evaluation, finances, foundations, futures, history, instruction, learning, legislation, lifelong learning, programs, program development, public relations, research, resources, statistics, students, teachers, and trends. (CP)

ED 179 790 CE 023 540

Warmbrod, Catharine P.

Business-Industry-Labor Involvement in Lifelong Vocational-Technical Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-2 Dec 79

Note-11p.; Paper presented at the American Vocational Association annual convention (Anaheim, California, December 2, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Vocational Education, Business, *Continuous Learning, *Cooperation, Educational Needs, Educational Responsibility, *Education Work Relationship, Labor Education, Life Style, *School Industry Relationship, Social Change, Vocational Retraining, Work Attitudes

Identifiers-*Lifelong Learning

The knowledge explosion dramatizes the need for education throughout peoples' lives, while technological change in particular fuels business, industry, and labor's imperative to cooperate closely with education to prepare people for work. In order to obtain the training, retraining, upgrading, and recycling of persons and skills, changes in work and life patterns, as well as incentive, will be needed. Numerous factors are altering the heretofore standard linear life pattern factors such as inequitable work distribution among the population's three major age groups, a sense of job stagnation of underutilization, sex-role changes, and people's desire to pursue several educational or career tracks. Cyclic life patterns offer some relief from pressures and problems of

linear life pattern inflexibility, while also helping to deal with various social problems simultaneously. Possible academic-business cooperation in this area might include work leaves for education and flexitime to permit part-time, extended education. Educational institutions, in turn, must assess their courses, scheduling, and all factors affecting the way they meet adult learners' needs; they must encourage diversity of teaching and learning styles. Community colleges will need to help persons progressing in or changing careers. Business-industry-labor conferences, such as the one held at the National Center for Research in Vocational Education in 1978, can also help states to increase input into staff development and lifelong education for work. (CP)

ED 179 791 CE 023 542

Sheppard, Harold L.

Employment-Related Problems of Older Workers: A Research Strategy. R&D Monograph 73.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date-79

Note-140p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00386-6)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Age, Career Change, Demography, *Employees, *Employment Problems, Employment Trends, Equal Opportunities (Jobs), Labor Force, *Middle Aged, Minority Role, Retirement, Senior Citizens, Socioeconomic Influences, Working Women

Based on an extensive search of the available literature on older workers and their problems, this monograph provides a careful assessment of this literature and highlights some areas where additional research is needed. This report examines demographic changes likely to influence the size and characteristics of the older worker population in the last two decades of this century. A number of critical policy issues are expected to emerge as this sector grows in size and importance, and the report provides statistics and predictions related to those issues, such as (1) the expansion (or lack thereof) of employment opportunities; (2) age discrimination; (3) availability of health services for older citizens; (4) socioeconomic costs of supporting a relatively large retired population; and (5) retirement (both early and delayed) and retirement age policy. Other issues examined in the monograph include health, safety, and aging in the workplace; job performance and training of older workers; and part-time work and tapered retirement. Separate sections focus on the special problems of the older working woman, older minority group workers, and older rural workers. Other sections are devoted to such questions as employer practices, mid-career change, and relevant foreign programs and experiments. (CP)

Humer, Barbara

Mathematics and Solar Energy. Solar Energy Education Project.

Howell Township Board of Education, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date- 79
Note-21p.; Not available in paper copy due to light and broken type; For related documents see CE 023 548-550
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Awareness, *Energy, Junior High Schools, Learning Modules, *Mathematics Materials, Secondary Education, Secondary School Mathematics, Solar Radiation

This learning module for use with junior high school students offers some basic career awareness in the energy field while covering some basic principles and aspects of energy use, such as vocabulary, basic electricity, energy efficiency, and home utility meter reading. Math problems are offered in volume and surface area, energy efficiency, electrical circuits, and work units (horsepower), accompanied by general commentary on occupations that might need such skills. (CP)

ED 179 793 CE 023 548

O'Brien, Alexander

Collecting Solar Energy. Solar Energy Education Project.

Howell Township Board of Education, N.J.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date- 79

Note-15p.; Diagrams in this document may not reproduce well; For related documents see CE 023 547-550

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Awareness, *Energy, Junior High Schools, Learning Activities, Learning Modules, Scientific Concepts, *Solar Radiation

This solar energy learning module for use with junior high school students offers a list of activities, a pre-post test, job titles, basic solar energy vocabulary, and diagrams of solar energy collectors and installations. The purpose is to familiarize students with applications of solar energy and titles of jobs where this knowledge could be applied. (CP)

ED 179 794 CE 023 549

Conover, Marie Ann
Solar Energy and Reference Skills. Solar Energy Education Project.

Howell Township Board of Education, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date- 79
Note-10p.; For related documents see CE 023 547-550
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Activities, *Energy, *Group Activities, Junior High Schools, *Language Arts, Learning Modules, Library Skills, Scientific Concepts, *Solar Radiation, *Student Research

This language arts learning module offers a structure to teachers for leading junior high school class activities to investigate solar energy, its origin, and effect. The module furnishes a pre-post test, a schedule for library and research work, a basic vocabulary list, and a bibliography. (CP)

ED 179 795 CE 023 550

O'Brien, Alexander

Crisis - Energy. Solar Energy Education Project.

Howell Township Board of Education, N.J.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date- 79

Note-24p.; Not available in paper copy due to light, broken type; For related documents see CE 023 547-549

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Class Activities, *Energy, *Energy Conservation, Federal Regulation, *Government Role, Junior High Schools, Learning Modules, *National Programs, *Social Studies, Social Studies Units

This learning module offers a five-hour class schedule for discussion and study of the overall U.S. energy system including resources, consumption rates, governmental plans and regulations, energy/conservation problems and techniques, and energy/conservation programs. The module includes a pre-post test, suggested class activities, a basic vocabulary list, and diagrammatic presentation of information. (CP)

ED 179 796 CE 023 553

Gerland, Mildred Sullivan, Mary

A Study to Develop a Model Process for a Displaced Homemaker Center within a VTAE District. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency-Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date- 79

Note-86p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Agency Role, Community Information Services, Community Involvement, Females, *Human Services, *Models, *Needs Assessment, *Neighborhood Centers, Program Evaluation, *Program Planning, Surveys

Identifiers-*Displaced Homemakers

Two surveys were developed in an effort to evolve a model process for setting up a displaced homemaker center, for determining how displaced homemakers are presently being served within a VTAE (Vocational, Technical, and Adult Education) district, and for identifying and then assessing the needs of a sample of displaced homemakers. The surveys aimed to identify such areas as job/career needs, immediate personal and economics needs, and data for classification. Data obtained from the sample led to the following conclusions: (1) displaced homemakers are presently underserved by VTAE districts; (2) those services most sought are support and educational programs wh[illegible] though presently offered by VTAE districts, are underutilized by displaced homemakers; and (3) stronger recruitment procedures would increase use of, and enrollment in district programs. It is recommended that the process to set up a center involve (1) establishing a coordinating council; (2) conducting a community resource assessment using a standard questionnaire; (3) procedures to identify and then assess the needs of displaced homemakers, to be done by trained professionals; and (4) making data available to all willing to help such homemakers so as to encourage community participation. The center would, then, identify homemakers, keeping exclusive criteria to a minimum; would assess their needs, using a standard questionnaire; and would make up a client profile sheet and then formulate a training and employment plan for each individual. (CP)

ED 179 797 CE 023 564

Iverson, Maynard J. Brown, Ronald A.

The Role of High School Vocational Agriculture/Agribusiness Programs in the Occupational Success of Graduates. Research Report of a Southern Regional Study in Agricultural Education.

Southern Regional Education Board, Atlanta, Ga.
Pub Date-Sep 79
Note-67p.; Appendix A will not reproduce well due to small type; For a related document see CE 022 925
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Agricultural Education, Employment Patterns, *Graduate Surveys, High School Role, *Program Effectiveness, Secondary Education, Southern States, Student Attitudes, *Student Opinion, Success Factors, Supervised Farm Practice, *Vocational Agriculture, *Vocational Followup
Identifiers-Alabama, Arkansas, Florida, Future Farmers of America, Georgia, Louisiana, Mississippi, North Carolina, Oklahoma, Texas, Virginia

A study was conducted to determine the role of vocational agriculture/agribusiness programs in the occupational success of program graduates from the southern region. Cooperating researchers in ten southern states administered a two-page questionnaire by mail to a sample of 1974 graduates of high school vocational agriculture/agribusiness programs. The 1,252 respondents were primarily male, age 22-23, caucasian, from rural homes, employed in a nonagricultural job or farming, and earning over $10,000 annually. A majority of respondents completed three or four years of vocational agriculture and Future Farmers of America (FFA) activities, held the chapter farmer degree, and had several years of supervised experience programs. Experiences in vocational agriculture/agribusiness received high ratings from the graduates. They were in less agreement about teacher assistance, but highly supportive of specific program functions. Ninety-two percent said they would enroll again if they had it to do over. (Eleven recommendations made by the researchers and an annotated bibliography are included.) (Author/LRA)

ED 179 798 CE 023 567

Hudson, C. Jordan

Computer Assisted Instruction in Agricultural Education.

Pub Date-79

Note-7p.; Speech presented at the Annual Convention of the American Vocational Association (73rd, Anaheim, California, December 1, 1979)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Agricultural Education, *Computer Assisted Instruction, Computer Programs

Computer Assisted Instruction (CAI) is discussed briefly as it might apply to agricultural education in order to supplement both text and teacher. CAI format is shown in a typical tutorial program used to help students understand basic concepts of work, power, horsepower, and torque. The author points out other instructional uses of CAI, such as collection and treatment of data; sharing of programs with other teachers; teaching logic; testing to the maximum level of student ability; generation of exams, simulations, and games; and graphics. CAI's most important feature, the author contends, is the interaction the provision of immediate, relevant feedback to the student. (CP)

Murphy, Lee C. Banta, Trudy W.

Career Education: Implications for Preparing Teachers of the Handicapped.

Pub Date-79
Note-16p.; Paper presented at the American Educational Research Association annual meeting (San Francisco, California, April, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Development, *Career Education, *Handicapped Students, Higher Education, Individual Development, *Inservice Teacher Education, Intercommunication, *Mainstreaming, *Preservice Education, Special Education Teachers, *Teacher Educator Education, Teacher Educators, Teacher Workshops
Identifiers-Project RETOOL

Career Education, which emphasizes individual development in all life roles (personal, social, economic), holds unique promise for educating the handicapped. Almost any model of career education is adaptable for use with handicapped children, and blending career education with the academic program of a handicapped child can become a significant aid to mainstreaming. All teachers of the handicapped should then be trained to use and adapt career education techniques and materials in mainstream settings. Nystrom (1977) developed a model for use in educating teachers which delineates the design of instruction in terms of descriptions of (1) the learner; (2) general instructional objectives with specific techniques, media, and support services; (3) evaluation criteria and methods; and (4) specialized support materials and equipment. Project RETOOL at the University of Tennessee, Knoxville, provides continuing education for teacher educators through workshops whose objectives are to inform teacher educators engaged in preparation of teachers of the handicapped about career education for the handicapped, to assist them in providing career education to their students, and to promote exchange of career education information among teacher educators. A summer career education workshop provided Tennessee public school teachers, counselors, and principals with a model for integrating career education into the curriculum. (YLB)

Kozlowski, Paul J.
Business Conditions in Michigan Metropolitan Areas.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Pub Date-Dec 79
Note-182p.
Available from-W.E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, MI 49007 ($4.50; 10-25 copies, 10% discount; 26-50, 15%; 51-100, 20%; over 100, 25%)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Business Cycles, *Comparative Analysis, Economic Change, *Economic Climate, Economic Research, *Metropolitan Areas, State Surveys
Identifiers-Michigan

The study culminating in this report analyzed business conditions in eleven Michigan metropolitan areas during a ten-year period from the late 60s to the late 70s. Focus is on the need for an overview of the effects of cyclical swings, but it does not try to identify the causes of variation in performance. Short-run business conditions are analyzed by measuring the behavior of a set of economic indicators covering three major categories: labor market, construction, and banking activity. Part 1 of this two-part study discusses data and methods used to measure local business activity and presents a comparative analysis of behavior in the eleven metropolitan areas. Part 2 presents detailed descriptions of what happened in each area. The eleven sections include brief introductory discussions of the area economic structures and a detailed look at local business conditions, with some data presented via charts. The introduction gives an overview of the national setting at the time of the study. (CP)

ED 179 801 CE 023 571

Gibson, J. C. And Others

Greenhouse Production: A Series of Learning Activity Packages.

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina
State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date-79
Note-130p.
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Agricultural Education, *Floriculture, *Greenhouses, Individualized Curriculum, Learning Activities, Nursery Workers (Horticulture), *Plant Growth, Plant Propagation, Senior High Schools, Transplanting, *Vocational Agriculture

Designed for use when the student or the class is expected to grow a crop using the high school greenhouse, these learning activity packages are sequenced in typical greenhouse cropping fashion: (1) poinsettias in the fall, (2) Easter lilies (bulb crop) in the winter, (3) bedding plants (seed crop) in the spring, and (4) a nursery crop (from cuttings) in the summer. Included within each of these four areas are activities such as selecting crops, propagation, preparing soil mixtures, and transplanting. Each of the twenty-five learning activity packages is divided into the following parts: introduction, directions, objective, learning activities, tools and equipment, materials and supplies, safety, instructions, student self-check with correct responses, and a final check-out activity. In addition, an instructor's final checklist is included with each package. (LRA)

ED 179 802 CE 023 572

Business Principles and Management. Curriculum Guidelines.
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date-79
Note-70p.
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($2.25)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Business Administration, *Business Education, *Course Content, Curriculum Guides, High School Curriculum, Learning Activities, *Management Development, Managerial Occupations, Senior High Schools, Teaching Guides
Identifiers-South Carolina

This senior high school curriculum guide offers a general overview of the American business system and a study of various forms of business ownership, internal organization and management functions of business, and the financing of business. Ten areas are explored in the course: (1) capitalism; (2) money, credit, and banking; (3) government and the economy; (4) inflation and deflation; (5) planning, organizing, motivating, and controlling functions of management; (6) job design; (7) leadership; (8) communications; (9) ethics of business management; and (10) decision-making and problem-solving techniques. For each content area, the guide provides a list of objectives, vocabulary terms, a topic outline, suggested activities/procedures, and suggested evaluation methods. A pre- posttest and a glossary are included. (LRA)

ED 179 803 CE 023 573

Plans for Learning Stations. Tractor Mechanics.
Clemson Univ., S.C. Vocational Education Media Center.
Spons Agency-South Carolina State Dept. of Education, Columbia. Office of Vocational Education.; South Carolina State Dept. of Education, Columbia. Vocational Agriculture Section.
Pub Date-79
Note-96p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Agricultural Engineering, *Auto Mechanics (Occupation), Learning Modules, Machine Repairmen, *School Shops, *Tractors, *Trade and Industrial Education, Training Laboratories

This shop guide gives graphic illustration of twenty-eight learning stations in a tractor mechanics shop, at each of which a specific learning activity occurs. The authors suggest that each station (most of them constructed of plywood or sheet metal and angle iron) be self-contained, having its own appropriate tools, supplies, parts, and set of instructions so that students may proceed at their own pace with minimal supervision. Each learning station description covers use (e.g., to polarize the generator, replace the rear ark, or measure piston ring clearance), special instructions to the teacher, tools and supplies needed, and simulator materials. Subject areas covered include electrical (battery, alternator, generator, starter, spark plugs, and ignition), fuel system (carburetor, fuel pump, injectors, and filters), cooling system, bearings and mechanicals (seals, bearings, gaskets, and clutch), and main engine block parts (pistons, valves and assemblies, connecting rods, crankshaft, and timing gear). (CP)

ED 179 804 CE 023 574

Word Processing.

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-79

Note-212p.; Contains colored pages which may be unclear

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.75)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Business Education, Business Skills, Communication Skills, *Course Content, Curriculum Guides, Human Relations, Learning Activities, Office Machines, *Office Occupations Education, Recordkeeping, Secondary Education, Teacher Developed Materials, Teaching Guides

Identifiers-*Word Processing

Designed for use in teaching secondary-level word processing courses, this teaching guide is divided into three major sections. Among the topics presented in the introductory section are the history of word processing, components of word processing, five phases of word processing, the future of word processing and information systems, and job descriptions of word processing personnel. The second section of the guide provides a course outline. The third section comprises the bulk of the document and is divided into clusters of word processing competencies. Seven clusters are presented: (1) human relations in the modern office; (2) history, concepts, and job opportunities; (3) communications skills; (4) equipment proficiency; (5) reprographics, records management, and dissemination; (6) general clerical skills, and (7) enrichment activities. Each cluster contains learning activities intended to serve as a guide to the teacher in developing and selecting materials. Appended material includes a glossary, word processing forms, and a bibliography. (LRA)

ED 179 805 CE 023 577

McCormick, B. G. McCormick, Robert S.

A Study of Interior Wiring, Color Coding, and Switching Principles by Simulation and Practice.

Technical Instruction Systems, Springfield, Ill.
Pub Date-80
Note-55p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Electrical Systems, *Electric Circuits, Electricians, *Electricity, Safety, Simulation, Textbooks, Vocational Education

After a preliminary introduction and a chapter on wiring and electricity safety procedures, this study text proceeds to offer a general coverage of single and polyphase alternating current electrical systems used to power factories, farms, small businesses, and homes. Electrical power, from its generation to its application, is discussed, with the greatest emphasis in the text placed upon helping students to learn to construct, control, and color code interior wiring circuits through low voltage simulation exercises and application of basic principles. Practical switching arrangements are diagrammed, and the differences between parallel and series circuits are explained. The text contains a recommended reading list, procedures for carrying out an electrical needs assessment, an order sheet, a guide to symbols used, and an appliance consumption rating chart. (CP)

ED 179 806 CE 023 580

Youth Employment Act of 1979, Part 2. Hearings before the Subcommittee on Employment Opportunities. Ninety-Sixth Congress, First Session, on H.R. 4465 and H.R. 4534.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-Aug 79

Note-212p.; Not available in paper copy due to small print

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Hearings, Job Market, Manpower Utilization, *Unemployment, *Youth, *Youth Employment, Youth Opportunities, Youth Programs

Identifiers-Youth Employment Act 1979

Proceedings are presented of hearings before the House Committee on Education and Labor on youth unemployment in the United States. Among those testifying before the hearings were (1) Mayor Tom Bradley on youth unemployment in large cities, (2) Mary Heagele, on the relationship of youth unemployment and the prison system, (3) Kenneth Hahn, on the need for changes in schools across the nation, and (4) Gene Livingston, on the failure of the educational system to meet the needs of low income youth and minority youth. (LRA)

ED 179 807 CE 023 583

Fourie, J. J.

Adult Education, Literacy Campaigns and Relevant Educational Adaptations for Community Development in Africa. Part 1. Fundamental Facts and Principles in Practical Perspective.

University of the Orange Free State, Bloemfontein (South Africa).

Pub Date-78

Note-191p.; Not available in paper copy due to small print

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Basic Education, Adult Education, *Adult Literacy, Change Strategies, *Community Development, *Developing Nations, Economic Disadvantagement, Educational Planning, Educational Policy, Educational Responsibility, Functional Illiteracy, Global Approach, Human Resources, *Illiteracy, National Programs, Population Trends, Program Development, Social Change, Statistical Analysis, *World Problems

Identifiers-*Africa, United Nations Economic and Social Council

The number of illiterates in Africa is increasing, thereby lending urgency to the need for universal adult education and functional literacy compaigns, according to chapter 1 of this detailed research report. Chapter 2 discusses the meaning, history, and nature of adult education in other countries (briefly), and in Africa (in greater detail). Chapter 3 deals with diagnosing the problem of illiteracy, its causes and cures, putting Africa in a global perspective. The author notes the strong correlation between excessive population growth and illiteracy on the one hand, and illiteracy and poverty on the other, making illiteracy part of a viscious circle. One way to break the circle, the author sees, lies in treating literacy as a ``possible dream'' in an educational system serving as an instrument of social transformation, just as Freire advocates doing. Chapter 4 describes literacy campaigns of the past, the shift in emphasis from traditional to functional literacy, and the mass projects undertaken in Cuba, Vietnam, and the USSR. The author also discusses the five-year UNESCO Experimental World Literacy Program which called for local initiative with international assistance. Examples and trends at work in Africa today comprise the body of chapter 5, with special focus on Tanzania's basic primers. The final chapter contains observations and recommendations, broken down into categories, and the table of contents of the report's continuation (part 2). The appendix includes a comparative statistical analysis of African countries. (CP)

ED 179 808 CE 023 584

An Introductory Manual on Youth Participation for Program Administrators.

National Commission on Resources for Youth, Inc., New York, N.Y.
Spons Agency-Office of Youth Development (DHEW), Washington, D.C. Div. of Youth Activities.
Report No -OHD/OYD-76-26045
Note-53p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Leaders, Career Education, *Community Involvement, Community Problems, Decision Making, Experiential Learning, Human Services, Needs Assessment, Participation, Program Administration, *Program Development, Program Evaluation, Program Guides, Recruitment, *Social Agencies, Student Organizations, *Student Participation, *Volunteers, Youth Agencies, Youth Clubs, *Youth Programs

Suggestions for starting or improving youth participation projects are presented for staffs in a broad range of agencies Red Cross, YMCA/YWCA, Boy and Girl Scouts, alternative community-based programs, and government agencies dealing with youth. Two central concerns are greater involvement of young people already in contact with youth-serving agencies and design of activities and projects to attract more young people. Section 1 defines youth participation and gives reasons and rationale for youth participation programs. An example in Section 2 shows barriers to a successful program; very basic advice is given. Expanding on this advice, Section 3 outlines suggestions for dealing with initial barriers: identifying needs and assessing their potential for youth participation projects, obtaining support, recruiting particpants, and cooperation with schools. Section 4 addresses some of the most difficult barriers that may be encountered: the management scheme, youth involvement in planning and decision making, the design of seminars to encourage reflection, and evaluation. Some minor but typical problems examined in the final section are transportation, liability for injuries, constraints related to the Fair Labor Standards Act, confidentiality, and conducting surveys. A sample interview instrument and insurance program, icebreakers, and sources for information and background materials are appended. (YLB)

ED 179 809 CE 023 586

Ready, Kirk Lewis

Automotive Fuel Economy: A Technical Study and Curriculum Development Project. A Thesis Presented to the Faculty of the College of Education, Mankato State University.

Pub Date-Mar 79

Note-171p.; Ph.D. Dissertation, Mankato State University

Pub Type- Dissertations/Theses (040) - Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Auto Mechanics, Course Content, *Curriculum Development, *Curriculum Guides, Energy Conservation, *Fuel Consumption, Mechanics (Process), *Motor Vehicles, Postsecondary Education, Technical Education, Technology, Testing

Automotive fuel economy was the topic of a study during which technical and background information was gathered, curriculum materials were sought, and curricula were developed. Technical information came from written materials and actual mileage tests of selected factors. Background came from written materials, field trips, and building and running of project cars in fuel economy tests. While a great deal of technical information exists on fuel economy, no curriculum materials could be found, despite intensive search. Hence, materials were developed at four levels: (1) a one-hour presentation for general audiences; (2) a three-contact-hour general presentation for use in a basic automotive mechanics course; (3) a three-contact-hour specific presentation on fuel economy testing for a gasoline engine technology'' course; and (4) a three-credit course on fuel economy testing to be used as an in-service program for teachers on the secondary and postsecondary levels. (Basic curriculum materials, mileage test forms, and test results are appended.) (CP)

ED 179 810 CE 023 587

Tarino, Charles A. And Others

Career Clarification Program: A Problem-Solving Approach. Experience Based Career Education. Group Leader's Edition.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 75
Contract-NE-C-004-0011
Note-247p.; Not available in paper copy due to thin, light type; For a related document see CE 023 588
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($30.00 for both the student's and group leader's manuals)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, Career Exploration, Career Planning, *Decision Making Skills, *Group Guidance, Instructional Materials, Interpersonal Competence, *Learning Activities, Orientation Materials, Secondary Education, Teaching Guides, *Teaching Methods

This document presents instructions for teaching the Career Clarification Curriculum, a group-oriented curriculum designed to help secondary students make career decisions. The materials and procedures are intended primarily for work with student groups of classroom size or smaller. The following information precedes the individual exercise instructions outlined by the curriculum: an overview of the Career Clarification Program; guidelines for using this manual; suggestions for setting up a calendar and curriculum sequence; suggestions for preparing the student journal; and group leadership guidelines. Instructions are then presented for teaching the curriculum exercises, which are divided into the following eleven areas: orientation; career exploration; career specialization; interpersonal skills; career exploration preview; career exploration/specialization review; the world of work; self-assessment; broad planning; decision making; and career actions. Finally, the year-end wrap-up activities are described. (BM)

Career Clarification Program: A Problem-Solving Approach. Experience Based Career Education. Student's Edition.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 75
Contract-NE-C-004-0011
Note-107p.; Not available in paper copy due to thin, light print; For a related document see CE 023 587
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($30.00 for both student's and group leader's manuals)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, *Career Exploration, Career Planning, *Decision Making Skills, Instructional Materials, *Learning Activities, *Orientation Materials, Secondary Education

This student workbook contains exercises to be used in career guidance classes. The exercises are designed to help the students understand the Career Clarification Program, think about themselves in relationship to careers, and practice decision-making skills. An instructor's guide (CE 023 587), which accompanies the student workbook, provides suggestions for the sequence and use of these exercises. These exercises are intended to serve as the student's journal throughout the program. (BM)

ED 179 812 CE 023 620

Cerveny, Robert P.

Management Information Systems in the Public Sector. A Human Resources Management Course Monograph. No. 4.

State Univ. of New York, Buffalo. Human Resources Inst.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Grant-DOL-31-36-74-02
Note-31p.; Not available in paper copy due to broken type
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Community Agencies (Public), Computer Oriented Programs, Course Descriptions, *Curriculum Guides, Delivery Systems, Higher Education, Human Resources, *Information Science, *Management, *Management Information Systems

This curriculum guide provides an introduction to Management Information Systems (MIS) concepts and techniques for students preparing to develop MISs in professional settings, and to assist in MIS evaluation. According to the guide, students are exposed to concepts drawn from systems theory, information theory, management theory, data base development, and computer use and control in the public sector. Course goals and content are listed, as is an overview of instructional strategies. It is noted that students are required to apply concepts discussed in class to a problem in a work setting. The course syllabus, an assessment system, and a take-home exam are appended. (CP)

ED 179 813 CE 023 646

Pucel, David J. Allen, Deena B.

Handbook for Workshop on Assessing the Professional Growth Needs of Individual Vocational Staff Members.

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Spons Agency-Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date-Mar 79

Note-39p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum, Educational Needs, Evaluation Methods, Guides, *Individual Needs, Inservice Teacher Education, *Needs Assessment, Participant Satisfaction, *Professional Development, *Program Development, *Staff Improvement, Teacher Certification, Teacher Education, Teacher Qualifications, Teacher Workshops, *Vocational Education Teachers

This handbook was designed to assist vocational personnel in assessing professional development needs and developing an individual growth plan. It contains five sections: (1) An Overview of Staff Development, (2) What is a Need?, (3) Assessing Needs: Alternative Methods, (4) Planning and Evaluation Activities, and (5) Facilitation Suggestions. Questions of rationale and responsibility for staff development and inservice education are discussed in section 1. Section 2 provides a framework for categorizing improvement and growth needs in relation to licensure requirements, institutional requirements, and individual expectations. After identifying potential resources which can be used to assess needs and providing guidelines for selecting appropriate needs assessment methods, section 3 presents six methods including their advantages and disadvantages. Basic steps identified in section 4 for planning professional development include prioritizing needs, selecting inservice activities, and evaluating progress. Specific actions and activities to facilitate the continued professional development of teachers are listed in section 5 in separate categories of suggestions for teachers, vocational administrators, vocational relicensure committees, teacher educators, and state department personnel. (YLB)

ED 179 814 CE 023 648

A Special Report to the President and to the Congress of the United States by the National Advisory Council on Extension and Continuing Education.

National Advisory Council on Extension and Continuing Education, Washington, D.C.
Pub Date-30 Sep 79
Note-146p.; Photographs and italicized print in this document will not reproduce well
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 040-000-00409-2)
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Access to Education, *Adult Education, Adult Learning, Educational Finance, Educational Needs, *Educational Planning, *Educational Policy, Educational Programs, Extension Education, Federal Aid, Full Time Students, *Government Role, Part Time Students, *Postsecondary Education, Program Development, Public Policy
Identifiers-Higher Education Act Title I, International Communication Agency, *Lifelong Learning, National Advisory Council Extension Continuing Ed, National Institute of Education

This report points out that the U.S. is virtually alone among industrialized countries in having no officially recognized body through which a dialog can be sustained on adult education matters. Furthermore, the delivery system is too often prevented from delivering needed services by its near-total dependence on tuition income. Activities of the National Advisory Council speak to these and other national issues, describing public hearings, meetings with concerned officials and representatives, and recommendations for action. The report recommends to the President that the Executive Branch activate its leadership potential in educational planning, policy, and program development for the unserved and underserved adult learner; expand the scope of NIE (National Institute of Education) research activities; and encourage ICA (International Communications Agency) support for adult and continuing education. The Congress is requested to reauthorize Title I of the Higher Education Act to imporve ways of meeting adult learning needs. Congress, the report emphasizes, should find ways to encourage and support those who are unable to study full-time and who are discriminated against economically. Appendixes include an executive summary and discussion of federal policies for postsecondary continuing education, an analysis of the current federal role in support of such education, and a summary of public hearings on Title I. (CP)

ED 179 815 CE 023 650

Continuing Education. Participation in Programs of Educational Institutions. 1977-78.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.

Pub Date-Dec 79

Note-38p.; Not available in paper copy due to small type

Available from-Publications Distribution, Statistics Canada, Ottawa, K1A 0T6 (6 Canadian dollars)

Language-English; French

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education, Credit Courses, *Enrollment, Enrollment Trends, Institutions, National Surveys, Noncredit Courses,

Postsecondary Education, Programs, *Statistical Data, *Tables (Data)

Identifiers-Canada, Lifelong Learning

This is the fifth edition of a publication (bilingual English and French) on continuing education offered by publicly supported educational institutions. The statistics contained in this booklet cover enrollments in credit and (predominantly) non-credit courses from July, 1977 through June, 1978 in Canadian establishments of higher learning. The report breaks down participation rates to identify enrollment patterns by type of diploma awarded, inter alia. Historical registration data for 1974-1978, year by year, are also included for comparison. The introduction offers some highlights of the statistics and some observations on course popularity and participation rates. (CP)

ED 179 816 CE 023 676

Clark, Donald L., Ed. And Others

Making Mainstreaming Work: A Handbook for Vocational Administrators.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-79

Grant-G007702536

Note-317p.; For related documents see CE 023 677 and ED 163 747

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Administrator Guides, Changing Attitudes, Employment, Financial Support, *Handicapped Students, Identification, Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, Legal Responsibility, Occupational Guidance, Placement, *Program Administration, Program Coordination, *Program Planning, Resources, Teaching Techniques, *Vocational Education

Intended for local vocational education administrators, this handbook provides guidelines and suggestions for designing, implementing, and evaluating programs for handicapped students who are being mainstreamed into the regular vocational education classroom. The handbook is divided into the following ten chapters: (1) Legal Requirements, (2) Funding and Services, (3) Changing Attitudes, (4) Handicapping Conditions, (5) Referrals and Assessment, (6) Vocational Guidance, (7) Individualized Education Program, (8) Teaching Techniques, (9) Employment, and (10) Coordinating Programs. Each chapter contains background information concerning the topic involved, several inservice activities, handouts/transparencies, etc., to accompany the inservice activities, and a list of resources. (BM)

ED 179 817 CE 023 677

Foley, Theodore T., II Clark, Donald L.
Access Strategies for the Handicapped in Vocational Education. Final Report.
Texas A and M Research Foundation, College Station.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Sep 79
Grant-G007702536
Note-169p.; Information in some of the tables will not reproduce well due to small type; For related documents see CE 023 676 and ED 163 747
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Access to Education, *Administrator Guides, Agricultural Education, Auto Mechanics, Federal Legislation, *Handicapped Students, Home Economics, *Job Skills, *Mainstreaming, Secondary Education, Special Education, *Vocational Education

A study was conducted to improve accessibility of the handicapped to appropriate vocational education experiences. To accomplish this purpose two handbooks for vocational administrators were designed, developed and disseminated, and a third handbook was planned. (These handbooks cover federal laws affecting vocational education for the handicapped secondary students, implementation of mainstreaming concepts in vocational education, and the administration of vocational adjustment classes or work experience coordination for handicapped students.) In addition, three individual studies were conducted to identify competencies needed by any student entering a regular vocational program in agriculture, auto mechanics, and homemaking education. From these competencies special education teachers identified those skills which handicapped students might be expected to achieve independently or with special education services. Social skills were cited as most important entry competencies. However, with special services, such as a teacher aide, handicapped students were expected to be able to achieve most of the required entry competencies. These results should be considered when designing inservice for vocational special needs personnel and when considering individual educational programs and placement. (Author/BM)

ED 179 818 CE 023 691

Berman, J. Jason

Toward a Dialectical Conception of Career Development: An Exploratory Study.

Rochester Univ., N.Y.
Pub Date- 77
Note-50p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, *Behavior Theories, Career Choice, *Career Development, Career Education, Case Studies, Conflict Resolution, Coping, Decision Making, *Economic Factors, Educational Background, Employment Qualifications, Environmental Influences, Individual Development, Individual Needs, Interaction, Job Satisfaction, Occupational Choice, *Physiology, Problem Solving, *Psychological Needs, Research Needs, *Social Factors

A dialectical conception of career development focuses on self and environmental interactions involving four dimensions: physical, physiological, psychological, sociological, and economic. When indivdiuals perceive the relationships among experiences in these dimensions as synchronous (complementary), they experience relative stability in their work and job satisfaction. When the relationships are perceived as asynchronous (contradictory), individuals encounter cognitive or behavioral discontinuity and job dissatisfaction. Discontinuity may intensify into conflict (moderate level of discomfort) or crisis (high level of discomfort). Compromising eliminates or reduces the original discontinuity. The continuing resolution of conflicts and crises leads to growth. Interviews with fourteen adult respondants were structured to give data relevant to certain content objectives: (1) educational-vocational background, (2) factors influencing current occupational choice, (3) self and environmental parameters of current job, (4) sources of job satisfaction/dissatisfaction, and (5) resolution of discontinuities. Four respondants identified no personally significant discontinuity, seven identified one discontinuity with no conflict or crisis, and three identified one or more discontinuities and revealed some aspects of conflict. Findings challenge the universality of the outlined dialectical process, suggest a broader conception of conflict, and hint at discontinuities generating varying degrees of conflict. (Results are also represented in tables and figures.) (YLB)

Hooker, Ellen Z.

The Perceptual Domain.

Pub Date-17 Nov 79

Note-26p.; Paper presented at the American Society of Allied Health Professions annual meeting (12th, Colorado Springs, Colorado, November 17, 1979)

Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives, *Clinical Diagnosis, *Educational Objectives, *Health Occupations Education, Information Processing, Instructional Design, Medical Education, Medical Evaluation, *Perception, Postsecondary Education, *Taxonomy

For purposes of allied health education applicability, the perceptual domain was examined in terms of (1) its own taxonomy and (2) its relationship to taxonomies in the cognitive, affective, and psychomotor domains. All these taxonomies are hierarchical in style; perception involves extraction of information from presenting stimuli and there is progression of information extraction as the hierarchy is ascended. Perceptual performance at the high levels of the taxonomy assumes perceptual abilities at the lower levels. A diagrammed modified version of the taxonomy applicable to allied health education was developed which emphasizes all the senses singly and in combination. Students usually require repeated experience with a stimulus to develop diagnostic abilities and the perceptive component of diagnosis is an active process, one requiring individuals to explore the environment by interacting with it. Use of a separate taxonomy of educational objectives in the perceptual domain would assist health educators to plan instruction and to improve the relationship between classroom and clinical work. (The taxonomy is appended.) (CP)

ED 179 820 CE 023 698

Wonser, Renee Kohns, Donald

Model Plan for Administration and Supervision Services. (Student Vocational Organization Coordinator.) Final Report.

North Dakota State Board for Vocational Education, Bismarck.; North Dakota Univ., Grand Forks.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-30 Jun 79

Note-115p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Activities, Administration, *Administrator Responsibility, Adult Leaders, Ancillary Services, Conferences, *Coordinators, Leadership Responsibility, *Leadership Training, Management by Objectives, Manuals, Planning, Planning Meetings, Postsecondary Education, Program Development, Publicize, *Public Relations, Secondary Education, Student Leadership, *Student Organizations, Supervisory Activities, *Vocational Education, Workshops

Identifiers-North Dakota

Growing out of a project to improve administrative and support services for North Dakota student vocational organizations, this manual outlines possible duties and responsibilities of a state-level student vocational organizational coordinator based on a sequential planning and implementation system. The manual is divided into four areas with which the coordinator could be involved: administrative services, conference planning, public relations, and leadership development. Section 1 is devoted to administrative services and includes planning meeting checklists and planner charts to identify meeting activities, responsibilities, and deadlines when planning formal meetings. In section 2 planning and operational functions associated with state and national conferences are described: conference planning meeting, hotel arrangements and selection checklist, preregistration, interim tasks, registration, and post conference activities. Section 3 outlines coordinator activities to promote good public relations through personal and media contact, including news features, photographs, television, radio, panels and interviews, exhibits, and brochures. North Dakota television, radio, and newspaper contacts are listed. Section 4 contains an officer training workshop planner, including a description of implementation of a management by objectives approach to planning, executing, and evaluating a program of work (activities designed to attain desired objectives in a definite period of time). Workshop activities to facilitate member participation and involvement are provided. (YLB)

ED 179 821 CE 023 704

A Project to Describe and Evaluate the Impact of the 1976 VEA's upon CETA-Post-Secondary Vocational Education Programs and Organizational Linkages with Emphasis on the Utilization of CETA Title I 5% Monies. Final Report.

Middle Cities Education Association, Mich.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Mar 79

Grant-G007702541

Note-189p.; Some of the information in the figures will not reproduce well due to small, light type

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Administrator Attitudes, Advisory Committees, Community Colleges, Educational Coordination, Educational Legislation, *Federal Legislation, Federal Programs, Interagency Cooperation, *Interagency Coordination, Interviews, Job Training, National Surveys, *Postsecondary Education, Program Administration, Questionnaires, Reports, School Districts, State Agencies, State Departments of Education, Statewide Planning, Vocational Directors, *Vocational Education

Identifiers-*Comprehensive Employment and Training Act, Michigan, New Jersey, Texas, *Vocational Education Amendments 1976

This report presents findings of surveys to determine the effects of the 1976 Vocational Education Amendments on the required coordination between the Comprehensive Employment and Training Act (CETA) and postsecondary vocational education at the federal, state, and local levels. An introduction is followed by a discussion (chapter 2) of results of questionnaires administered to state vocational education directors and executive directors of state manpower services councils and state advisory councils for vocational education. Chapter 3 interprets outcomes of interviews with officials from CETA coordination units, Office of Education, and the Department of Labor. In chapter 4 data from two questionnaires administered to prime sponsors and vocational education directors of community colleges in Michigan, New Jersey, and Texas are analyzed. Chapter 5, comprising over one-half of the report, outlines findings from interviews with representatives from advisory councils for vocational education, manpower services councils, and the department or agency of education for each of the three states. Focus is on (1) councils and agencies involved in CETA-vocational education coordination, (2) state employment and training coordination, (3) state-local level coordination, (4) Supplemental Vocational Education Program (section 112) administration, and (5) staff perceptions of legislative impact. The final chapter summarizes the effects of the 1976 amendments and makes recommendations for increased coordination. (YLB)

ED 179 822 CE 023 713

Exploring Careers.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-BLS-Bull-2001
Pub Date-79
Note-557p.; Photographs will not reproduce well
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($10.00; for 100 or more copies, 25% discount)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF02/PC23 Plus Postage.
Descriptors-*Career Awareness, *Career Education, Employment Qualifications, *Individual Characteristics, Job Satisfaction, Junior High Schools, *Learning Activities, *Occupational Clusters, *Occupational Information, Resource Guides

This document contains a career education resource guide for junior high school students which is designed to build career awareness by means of occupational narratives, evaluative questions, activities, and career games. The information is presented in the following fourteen occupational clusters: industrial production occupations; office occupations; service occupations; education occupations; sales occupations; construction occupations; transportation occupations; scientific and technical occupations; mechanics and repairers; health occupations; social scientists; social service occupations; performing arts, design, and communications occupations; and agriculture, forestry, and fishery occupations. Based on interviews with actual workers, the occupational narratives emphasize what people do on the job, how they feel about it, and the importance of knowing oneself when considering a career. This resource guide can be used in middle schools, junior high classrooms, career resource centers, or youth programs run by community, religious, and business organizations. (BM)

ED 179 823 CE 023 714

Kruger, Reuven

Occupational Information Systems and Their Use in Rehabilitation. Revised.

Woodrow Wilson Rehabilitation Center, Fisherville, Va.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-Jan 80

Grant-22-P-59041

Note-20p.; Prepared at the Research Utilization Lab.

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Choice, *Computer Oriented Programs, Counselors, Information Needs, Information Science, *Information Systems, Job Placement, National Programs, Occupational Guidance, *Occupational Information, *Physically Handicapped, *Rehabilitation, *Rehabilitation Counseling

Identifiers-ESI Hester System, Guidance Information System, Job Service Matching System, Michigan Occupational Information System, National Occupational Information Coordinating Com, Vocational Computer Assisted Matching Program

As our industrial-based economy changes into an information-based economy, information activities will continue to permeate rehabilitation. New technology in this area includes computerized occupational information systems used to aid vocational planning. Such systems include the federal government's Job Service Matching System, the Michigan Occupational Information System, and the federally mandated National Occupational Information Coordinating Committee together with its state-level committees. Degree of development and emphases vary from state to state, e.g., some systems permit users to "select out" jobs with prohibitive physical demands. Canada has a highly developed system, and one private one (the Guidance Information System) actually provides for both "aptitudes" and "physical demands" sets of descriptors. Two other systems have been developed specifically with rehabilitation in mind the ESI-Hester and VOCOMP (Vocational Computer-Assisted Matching Program) in which the counselor's key input derives from specially administered tests. Overall positive impact of such systems is acknowledged they amplify productivity. However, they are but one element in the total environment in which computer-assisted job matching may seem like socially undesirable job tracking that fails to suggest how jobs may be restructured. More useful is to view the workplace as "person-oriented," where all workers have special needs of some sort. (CP)

ED 179 824 CE 023 719

Nelson, Orville

New and Emerging Occupations: A Process for Monitoring and Identifying the Impacts for Vocational and Technical Education.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
Pub Date-Jan 80
Note-13p.; Paper presented at the Annual Conference of the American Vocational Association (Anaheim, California, December, 1979)
Available from-Center for Vocational, Technical and Adult Education, 226 Applied Arts Building, Menomonie, Wisconsin 54751 ($1.00; $0.60 for ten)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Curriculum Planning, Definitions, *Demand Occupations, Demography, *Educational Needs, *Educational Planning, Employment Opportunities, Labor Market, *Manpower Needs, Needs Assessment, Occupations, Social Change, Social Factors, *Technical Education, Technological Advancement, *Vocational Education
Identifiers-*Emerging Occupations

Pointing out that new and emerging jobs may appear at the local, regional, state, or national level, this paper offers definitions and then goes on to group the changes influencing appearance or emergence of new jobs. The five groups of change factors are (1) technological change, (2) demographic change, (3) legislation, (4) life style changes, and (5) resource changes. It is noted that a combination of factors usually leads to the creation of new jobs and it is largely up to vocational educators (with help from employers) to begin information gathering as early as possible. Educators are urged to continue monitoring trends and the working environment. Follow-up studies of graduates may signal emerging needs, too. The procedure recommended is for the vocational educator to gather, analyze, and interpret data, decide if a program is needed, write a job description, develop and validate a job task list, and then add this input to the regular curriculum development process. The author also discusses low and high risk strategies for infusing new content into the educational process. (CP)

ED 179 825 CE 023 721

Gwazda, Edward And Others
Energy Occupations Handbook.
Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.
Spons Agency-New Jersey State Dept. of Education, Trenton, Bureau of Occupational Research.
Pub Date-79
Note-372p.; Not available in paper copy due to colored pages
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Exploration, Career Planning, Development, *Employment Opportunities, *Employment Qualifications, *Energy, Energy Conservation, Interest Tests, Manufacturing, Marketing, *Occupational Information
Identifiers-*Energy Occupations, *New Jersey

This handbook was written to provide an overview of rapidly-changing energy fields and occupations. The first of five sections contains descriptions of over sixty separate fields organized into the following four areas of energy-related work: development, production, distribution, conservation. The second section contains an outline and descriptions of more than sixty separate job areas including the education necessary and the general prospects for these jobs in New Jersey. The third section provides information on self-assessment of interests and abilities and an interest survey. A review of strategies for reaching individual career goals is presented in section 4, and section 5 identifies energy-related programs in New Jersey. (BM)

ED 179 826 CE 023 730

Lantz, Alma And Others

Critical Mass and Social Support for Women Choosing Nontraditional Careers. Final Report, October 1978-October 1979.

Denver Univ., Colo. Denver Research Inst.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Grant-NIE-G-78-0140
Note-79p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement, *College Students, Comparative Analysis, *Engineering, Environmental Influences, *Females, Participant Satisfaction, Peer Influence, *Social Environment, Social Factors, *Social Relations, Student Attitudes, Theories

A study compared the perceptions of the social environment of satisfied women engineering students against disatisfied students and ex-students at twelve engineering schools with varying percentages of female students. The results found no direct effects of the perceived or actual porportion of female enrollment on satisfaction with engineering. In fact, the proportion of females did not directly affect performance (grades), feelings of social ambiguity and isolation, or perceived support from institutional personnel. The proportion of females in the environment was strongly related to peer group interactions, especially intimate interactions in which personal problems were discussed with a confidant. Relations among the percentage of women, presence of a confidant, feelings of social integration, and satisfaction with engineering were observed. Throughout the analysis, the perceived support from the male peer group was more consistently and strongly related to all measures of satisfaction. The findings, which suggest the inseparability between grades and social satisfaction, the importance of the dominant male peer group and the family, and the perception of alternative social situations, are related to four theories: critical mass, tokenism, social fit, and individual environment fit. (Author/BM)

ED 179 827 CE 023 731

Women in Science and Technology Equal Opportunity Act, 1979. Hearing Before the Subcommittee on Health and Scientific Research of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, First Session on S. 568 (August 1, 1979).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Relations.

Pub Date-79

Note-109p.; Some sections will not reproduce well due to small, light type

Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Divorce, *Equal Opportunities (Jobs), *Equal Protection, *Females, Government Role, Health Insurance, *Health Needs, Hearings, Nontraditional Occupations, One Parent Family, *Science Careers, Sciences, Sex Discrimination, Sex Fairness, Sex Role, Social Values

Identifiers-*Women in Science Tech Equal Opportunity Act 1979

Proceedings are presented of hearings before the Senate Committee on Labor and Human Resources concerning the Women in Science and Technology Equal Opportunity Act. Testimony focused on the special health problems and needs of women and the need to provide equal opportunity for women in science careers. Among those testifying before the committee were Sidney Wolfe, Public Citizens Health Research Group; Barbara Seaman, co-founder of the National Women's Health Network; and Anne Briscoe, president, Association for Women in Science Educational Foundation. (LRA)

ED 179 828 CG 013 932

Coles, Claire McCall, Fran

Adult Development and Life Satisfaction Functions of Sex, Marital Status and Age.

Pub Date-Mar 79

Note-20p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (25th, New Orleans, Louisiana, March 28-31, 1979); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Development, *Age Differences, *Marital Status, *Middle Aged, Personality Development, *Quality of Life, Questionnaires, Response Mode, Self Evaluation, *Sex Differences, Technical Reports

Quality of life in adulthood (ages 27-47) was investigated; age, marital status and sex were considered the primary variables. Attention was given to the consideration of the current crises-oriented theory of adult development. The interrelationship of the variables was of principle interest in assessing life satisfaction and personality development. An interview questionnaire form assessed 15 components considered important in determining the quality of life, and included sections on assessment of feeling and rank order lists of current concerns and sources of help. Subjects included 150 men and women, married and single; age groups were clustered around the 30, 35, 40 and 45 year milestones. Results suggest few differences on the relative importance of the 15 components; however, on most of the components, this population considered their needs inadequately met. Although age and sex did not influence life satisfaction; marital status did. Ranking of concerns and sources of help indicated age trends, affected by both sex and marital status. The results suggest that adult development should not be viewed solely as a series of age-related crises; rather, age interacts with the socially-related variables. Indicated trends over age suggest continued personality development through the adult period that appears somewhat consistent across subjects. (Author/BMW)

Field, Dorothy

Retrospective Reports by Healthy Intelligent Elderly People of Personal Events of Their Adult Lives.

California Univ., San Francisco.
Spons Agency-California Univ., Berkeley. Inst. of Human Learning.
Pub Date-Jun 79
Grant-F32-AG05118
Note-38p.; Paper presented at the Annual Meeting of the International Society for the Study of Behavioural Development (5th, Lund, Sweden, June 25-29, 1979); Best copy available
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitudes, Educational Background, Individual Development, Longitudinal Studies, *Older Adults, *Parent Attitudes, *Parents, *Personality Development, Rating Scales
Identifiers-*Happiness

Psychologists generally agree on the importance of early events in personality development, yet until now there has not been an opportunity to look at the personal lives of a group of adults over a considerable time. Subjects examined were 16 men and 44 women, parents of the subjects of the Guidance Study, a longitudinal study of the Institute of Human Development, Berkeley. At three time periods, 1929-1931, 1945-1947, and 1968-1969, there were interviews of these parents, whose mean age was 68.8 at the last interview. Twenty-four ``factual'' and 24 ``attitudinal'' variables are examined. Information ranging from questions about education, occupation and place of birth, to relationship and bond with spouse, parents and children, which was reported two or more times, is included. It was found that some parents are more consistent reporters. Factual variables were recalled with more consistency than attitudinal variables. Analysis of the ratings of happiness of the parent's childhood found that a continually and significantly increasing number reported themselves as having had a happy childhood. Reports were no more and no less consistent for the periods when the parents were younger or when time periods were shorter. A ``sag'' in the perceptions of the parents was found when their children were 17 years old. Parents' reports during this period were less optimistic than they were either before or after. (Author/BMW)

ED 179 830 CG 013 967

Olejnik, Anthony B.

Moral Development: How Adults Reason With Children.

Pub Date-79
Note-22p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Abstract Reasoning, *Children, Codes of Ethics, Discipline, *Interaction, *Moral Values, Sex Differences, *Thought Processes, *Young Adults

The interrelationships among young adults' levels of moral reasoning, their preferred discipline style, and how they reason with children on moral issues was investigated. After initial screening, 25 males and 25 females completed a test on defining issues of moral judgement. Then 20 subjects were classified at the high principled level, and 30 at the low principled level. Then all subjects were shown filmstrips with moral dilemmas involving children. Individuals at the principled level of moral reasoning were found to prefer using induction and perceived their mothers as having used more induction than power assertion. Conventional level subjects preferred using power assertion and perceived their mothers as having used more power assertion than induction. Subjects used moral reasoning at levels below their own level of reasoning when explaining to children the importance of keeping promises, telling the truth, and obeying adults. Principled adults used conventional level reasoning, while conventional and preconventional level adults used preconventional level moral reasoning. These data were supportive of previous research and theory on moral internalization processes and were discussed in relation to previous studies on parental discipline styles, family patterns of moral reasoning and children's moral development. (Author/BMW)

ED 179 831 CG 013 968

Bikson, Tora Kay Goodchilds, Jacqueline D.
Old People and New Ideas: Receptivity and Rigidity.
Rand Corp., Santa Monica, Calif.
Report No.-Rand-P-6364
Pub Date-Aug 79
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, *Changing Attitudes, Consumer Economics, *Consumer Education, Females, *Older Adults, *Psychological Patterns, *Selection

It is generally assumed that it is difficult to induce behavioral and/or attitudinal change in older adults, especially if the target behaviors or attitudes represent important, central, or well-established patterns. An experimental study with 80 actively functioning women aged 65-74 was designed to test these assumptions with respect to food selection. Two tasks investigated subjects' responses to nutritionally positive and negative types of new information about familiar alternatives and new alternatives. Results indicated that subjects correctly evaluate and integrate the new into subsequent choices. However, amount of change is affected by decision domain and positivity-negativity of alternatives. (Author)

ED 179 832 CG 013 969

Roeder, Eugene P.

The Intrapsychic Nature of Androgyny: Integrating the Conscious and the Unconscious.

Pub Date-Apr 79

Note-17p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Androgyny, Individual Characteristics, Personality Studies, *Psychological Patterns, *Role Conflict, *Sex (Characteristics), *Sex Role, *Social Influences

Identifiers-*Bem Sex Role Inventory

Social androgyny is explored from the perspective of intrapyschic processes. It was hypothesized that androgynous individuals would exhibit characteristics consistent with a more intrapsychic orientation. The purpose was twofold: to assess the ability of the Bem Sex Role Inventory (BSRI) as a measure of social androgyny, and to attempt to demonstrate that androgynous individuals are more oriented toward intrapsychic aspects of their personality. College student volunteers (N 330) completed the BSRI, Tuckman's Interpersonal Topical Inventory and an Intrapsychic Orientation Questionnaire. The results indicate that persons classified as androgynous by the BSRI exhibit characteristics consistent with hypothesized correlates of intrapsychic androgyny. (Author/BMW)

ED 179 833 CG 013 970

Davis, Linda J. Brody, Elaine M.

Rape and Older Women: A Guide to Prevention and Protection.

Philadelphia Geriatric Center, Pa.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Report No.-DHEW-ADM-78-734
Pub Date-79
Contract-NIMH-SM-76-0073
Note-175p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00849-4)
Pub Type- Guides - Non-Classroom (055) - Information Analyses (070)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Behavior Problems, Crime, *Females, *Gerontology, *Older Adults, *Prevention, *Rape, Senior Citizens, Violence

Due to rising violent crime rates, crime and fear of victimization have joined health, income and housing as major concerns of older Americans. This guide proposes solutions which reflect the best available information. The three main sections focus on rape of women over 50, its prevention, and education programs and training aids. The guidelines are designed primarily for use by planners, administrators and housing site staff; organizations that provide services for older people; law enforcement agencies; and other agencies involved with assuring the safety of the elderly. The objectives are to: (1) sensitize the reader to the special vulnerability of older women and to the issue of rape; (2) increase knowledge regarding prevention, program planning and the avoidance and protection activities for older women; and (3) provide the reader with education and training suggestions, materials and resources necessary to carry programs beyond the planning phases. (Author/BMW)

Schwind, Hermann F.

Job Behaviour Sampling: A Method to Increase the Information Content of Performance Feedback.

Pub Date-Aug 78

Note-28p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Rating Scales, *Employer Employee Relationship, Foreign Countries, *Job Skills, Occupational Surveys, *Performance Tests, Research Projects, *Skill Analysis, Work Sample Tests

Identifiers-*Canada

Although the use of personality traits as criteria for performance appraisal is still dominant, behavior-oriented measures of job performance have become more and more popular. One such test used, Behaviorally Anchored Rating Scales (BARS), seems to have two shortcomings. The individual scales are multidimensional, making it difficult for a rater to choose a most typical behavior. Additionally, a certain amount of information is wasted. A new instrument, the Behavioral Description Index (BDI), is proposed which provides for utilization of a larger percentage of the total pool of behavior samples, and permits the use of multidimensional samples. The BDI was tested at workshops arranged through five Canadian banks. Findings indicated that the BDI shows less halo and central tendency, and has a higher information content than BARS. (Author/BMW)

Fisher, Anne E.

Women's Worlds; NIMH Supported Research on Women.

Locus, Inc., Rockville, Md.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Scientific and Public Information.
Report No.-DHEW-ADM-78-660
Pub Date-78
Contract-278-76-0041(SP)
Note-114p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00798-6)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavior Patterns, Coping, Divorce, *Employment, *Females, Government Publications, Marriage, *Mental Health, Self Help Programs, *Sex Role, *Sex Stereotypes, *Womens Studies
Identifiers-*National Institute of Mental Health

This volume of studies which focus on women themselves is intended for persons who want to know more about what current research is revealing about women, their lives, and their mental health. The research topics address the following areas of concern: (1) sex roles and sex stereotypes; (2) women and work both inside and outside the home; (3) marriage, divorce, and subsequent life-styles; (4) depression and suicide; (5) physical needs and health problems; and (6) helping services provided for women. A section listing the names of the research investigators, their NIMH grant titles and numbers, and other relevant publications are provided in the conclusion. (Author/HLM)

ED 179 836 CG 013 975

Myhre, David C., Ed.

Financial Counseling: Assessing the State of the Art. The Proceedings of a National Conference Sponsored by the Financial Counseling Project (Blacksburg, Virginia, May 30-June 2, 1979).

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 79

Note-200p.; For related documents see CG 013 976-78

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Counseling Services, *Counselor Role, Counselors, *Counselor Training, *Financial Needs, *Financial Services, Helping Relationship, *Money Management

Identifiers-*Financial Counseling

This set of materials provides the individual and panel presentations from a national conference on financial counseling at the Virginia Polytechnic Institute and State University, Blacksburg, Virginia, May 30-June 2, 1979. The focus of the presentations is on: (1) the role of the counselor as financial counselor; (2) certification and training; (3) specialized financial counseling services for low-income clients, children, widows, divorcees, and the elderly; and (4) future projections and implications for financial counselors. (Author/HLM)

Garrison, James E., Jr. And Others

Building Basic Financial Counseling Skills; A Leader's Guide for Group Training of Financial Counselors.

Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-128p.; For related documents see CG 013 975-78
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Consumer Education, *Counseling, Counselor Role, Counselors, *Group Activities, *Group Counseling, *Money Management, *Training Techniques
Identifiers-*Financial Counseling

This guide is designed to assist those group leaders responsible for presenting consumer education and financial management classes or programs to client and community groups. The topical units address the following areas of concern: (1) observation of non-verbal behavior; (2) active listening; (3) clarification of clients' statements; (4) asking questions; and (5) common types of financial problems faced by clients. The contents of each unit are presented in a standard format, including background material, conceptual outline, group experience activities, and additional suggestions for modifying or altering the group activities. (HLM)

ED 179 838 CG 013 977

Harvey, Donald R. And Others

Developing a Personal Approach to Financial Counseling.

Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-90p.; For related documents see CG 013 975-78
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Assertiveness, *Counseling, Counselor Role, Counselors, *Financial Services, Intervention, *Money Management, *Professional Development, *Skill Development, *Training Techniques
Identifiers-*Financial Counseling

This guide is designed to increase the financial counselors' awareness of the counseling field and to provide material which may be used by them in forming a personal counseling approach. Several approaches and techniques of counseling are presented as well as their potential application to financial counseling including the rationale approach, decision-making skills, values calrification, assertiveness training, crisis intervention, and referral. Strategies for developing professional competence in the area of financial counseling are also discussed. (Author/HLM)

ED 179 839 CG 013 978

Myers, Renny J. And Others

Referral Handbook of Community Services.

Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-37p.; For related documents see CG 013 975-77
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Resources, *Community Services, *Counseling Services, Counselors, *Financial Services, Models, *Money Management, *Reference Materials, Referral
Identifiers-*Financial Counseling

This guide to community services is designed to assist financial counseling agencies in the development of community service handbooks with comprehensive listings of community resources and referral centers. The handbook is organized into sections according to problem areas and includes the following: (1) alcohol and drug treatment; (2) child care; (3) counseling; (4) financial assistance services; (5) food; (6) physical and mental health services; (7) housing; (8) legal services; and (9) assistance for the physically handicapped. Each section is further divided into primary assistance sources those found in most communities and secondary assistance sources those national headquarters (with addresses) which provide a variety of services. Each section provides space for agency name, address, phone number, and name of local contact person, thereby serving as a desk reference for those using the handbook. (Author/HLM)

ED 179 840 CG 013 979

Huebner, Robert B. And Others

Measuring the Parity Between Mental Health Need and Community Social Service Delivery.

Pub Date-8 Apr 79

Note-11p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, CA, April 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Agency Role, *Community Services, Counseling Services, Counselors, Information Utilization, Intervention, *Mental Health, *Needs Assessment, Research Methodology, Social Agencies, Social Indicators, *Social Services, *Staff Utilization, Technical Reports, Use Studies

Social service providers were surveyed in an attempt to obtain an estimate of current social service utilization patterns. A survey was mailed to the director of each major social service agency in the community and filled out in conjunction with a map of the catchment area. Respondents were asked first to outline those areas on the map which they perceived as their ``service area,'' and second, to indicate the particular location from which came the greatest number of their clients. Areas pinpointed by agencies as high in utilization were geo-coded according to census tract. Summing these ratings across respondents produced an estimate of utilization index for each census tract which was compared with a social indicator based index of mental health need. Tracts with the greatest discrepancy between need and service utilization were targeted as high priority intervention areas. Service utilization patterns were also analyzed for particular types of agencies, e.g., public versus private, health versus educational. (Author)

ED 179 841 CG 013 980

Brethower, Dale M.

The Total Performance System: Applications to Classrooms and Other Organizations.

Pub Date-17 Jun 79
Note-32p.; Paper presented at the Annual Meeting of the Association for Behavior Analysis: International Organization (5th, Dearborn, MI, June 16-19, 1979)
Pub Type- Speeches/Meeting Papers (150) -- Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Class Management, *Delivery Systems, Educational Problems, Elementary Secondary Education, *Feedback, *Information Processing, *Management Systems, Models, *Organizational Development, *Problem Solving, School Personnel, *Systems Approach

The Total Performance System (TPS) concept, a conceptual tool to aid management of a wide variety of complex systems such as classrooms, courses, schools, and businesses is presented as a unit of analysis for systems approaches to educational and management problems. A description of the TPS concept defines the classroom as a processing system with inputs (students) and outputs (graduates), and an internal feedback loop to guide educational processes. That description is criticized as incomplete and an alternative total performance system is suggested which adds a receiving system (to receive the graduates and any other outputs) and an external feedback loop (to call attention to interactions between the classroom and its environment and to the ultimate validation and evaluation of internal feedback measurements by external feedback). Use of the TPS concept is illustrated through application to curriculum and organization development problems including data from a classroom management project utilizing the TPS concept. (Author)

ED 179 842 CG 013 981

The Emerging Aging Network: A Directory of State and Area Agencies on Aging. Compiled by the Select Committee on Aging, House of Representatives, Ninety-Fifth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No.-House-95-166
Pub Date-Nov 78
Note-131p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Age, *Community Agencies (Public), Directories, *Federal Programs, *Networks, *Older Adults, Professional Personnel, *Social Services, *State Agencies
Identifiers-*Aging

This directory provides information on 56 state units on aging and 599 Area Agencies on Aging, listed alphabetically by state. A map of each state is provided so that users can determine the planning and service areas (PSAs) covering their communities or counties. A director's name, address, phone number, description of area agency structure, and whether or not it controls nutrition funds under the Older Americans Act is provided for each Area Agency on Aging. The listing for each state also specifies which of the 10 Federal regions the State belongs to; in a separate listing information about each of the Federal regions is provided. (Author/HLM)

ED 179 843 CG 013 982

Wilson, James D. And Others

An Allied Health Professions Counseling Program Model: A Guide for Secondary Schools.

New Orleans Public Schools, La.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Pub Date-Jul 79
Contract-231-76-0065
Note-209p.; Best copy available
Pub Type- Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, *Career Planning, *Counseling Programs, *Curriculum Design, High School Students, *Instructional Materials, Models, *Occupational Information, Program Descriptions, Program Design, Program Effectiveness, Secondary Education
Identifiers-*Allied Health

This report describes the Orleans Parish Allied Health Profession Counseling Program, a three-year project developed to evaluate the effectiveness of providing health career information in a structured classroom setting. The materials for this program, which was designed specifically to provide high school students with detailed information concerning technical and professional allied health careers and to provide counseling and resource services to students and faculty in participating schools, provide the following: (1) course content and curriculum; (2) selection and implementation methodology; and (3) program evaluation, problems, and recommendations. The Appendices contain illustrative materials, evaluation instruments used to assess the effectiveness of the program, and a bibliography. (Author/HLM)

ED 179 844 CG 013 983

Programs for Older Adults.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Bureau of Higher and Continuing Education (DHEW/OE), Washington, D.C.; Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-79

Contract-300-78-0566

Note-20p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education, *Adult Programs, *Community Services, *Educational Programs, *Older Adults, Postsecondary Education, Professional Personnel, Program Descriptions, *Social Services

Identifiers-*Aging

This booklet focuses on continuing education programs for older adults that exemplify the broad range of activities offered by postsecondary educational institutions and funded by state and/or federal grants. Each program is described in terms of its focus, audience, activities, cost and staffing, evaluation, and available information and services. The name, address, and phone number of a local contact person are also provided for each program. (Author/HLM)

ED 179 845 CG 013 985

Duncan, J. T. Skip, Comp. And Others

Police Stress: A Selected Bibliography.

Aspen Systems Corp., Germantown, Md.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Jun 79
Contract-J-LEAA-023-77

Note-96p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00842-9)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adjustment (to Environment), Annotated Bibliographies, *Anxiety, Behavior Patterns, Job Skills, Law Enforcement, *Performance Factors, *Police, Police Community Relationship, Resource Materials, *Stress Variables, *Task Performance

The need to perform effectively under stress is a concern in many professions. For police officers and managers, who make split-second life and death decisions, the problem takes on added significance. The annotated documents compiled are in three sections: an overview to describe types and effects of stresses, police stress causal factors, and management approaches to reduce stress. Appendices describe 33 training films that depict stressful situations and promote successful management techniques, and give a source list of annotated documents. (Author/BMW)

ED 179 846 CG 013 986

Patterson, John

Vocational Exploration Groups for Career Decisions.

Simi Valley Unified School District, Simi, Calif.

Pub Date-79

Note-24p.; Paper presented at the Annual Convention of the California Personnel and Guidance Association (Anaheim, CA, February 16-18, 1979); Best copy available; For related documents see CG 013 987-988

Available from-Career Guidance Center, Royal High School, 1402 Royal Avenue, Simi Valley, CA 93065 ($1.00)

Pub Type- Speeches/Meeting Papers (150) - Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Career Development, Career Exploration, *Counselor Role, *Decision Making, *Group Counseling, *Guidance Personnel, *Occupational Choice, Occupational Guidance, Secondary Education, *Vocational Interests, Young Adults

Vocational Exploration is a small group counseling approach for career development, used for helping young people and adults to make more effective career decisions by combining group dynamics and career development theory and procedures. The process consists of five phases, where five participants and a counselor progress through 18 sequenced group tasks in two-and-a-half hours. The results are clarification of a career goal and increased self confidence and knowledge in relation to the world of work. Included are job information questionnaires, funding proposal with goals and procedures, task chart, and evaluation. (Author/BMW)

ED 179 847 CG 013 987

Patterson, John

Expanding Career Awareness with CIPS.

Simi Valley Unified School District, Simi, Calif.
Pub Date-79
Note-30p.; Paper presented at the Annual Convention of the California Personnel and Guidance Association (Anaheim, CA, February 16-18, 1979); Best copy available; For related documents see CG 013 986-988
Available from-Career Guidance Center, Royal High School, 1402 Royal Avenue, Simi Valley, CA 93065 ($1.00)
Pub Type- Speeches/Meeting Papers (150) - Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Development, Career Exploration, Counselor Role, *Decision Making, Guidance Counseling, *High School Students, Independent Study, *Individual Needs, *Occupational Choice, Occupational Guidance, Secondary Education, *Vocational Interests

Career Information Packets is an individually oriented career exploration program developed for high school students. The program goals are to: (1) assist students in becoming aware of their patterns of values, interests and aptitudes in relation to the world of work; (2) to assist students in making tentative career choices; and (3) assist them in planning and implementing their tentative career choices. There are 68 lessons that range from self-awareness to job-seeking skills. Participants contract with a counselor, based on their needs, for independent study. The final results for students are tailor-made career planning and decision making. (Author/BMW)

ED 179 848 CG 013 988

Patterson, John

Project Succeed.

Simi Valley Unified School District, Simi, Calif.
Pub Date-79
Note-12p.; Paper presented at the Annual Convention of the California Personnel and Guidance Association (Anaheim, CA, February 16-18, 1979); Best copy available; For related documents see CG 013 986-987
Available from-Career Guidance Center, Royal High School, 1402 Royal Avenue, Simi Valley, CA 93065 ($1.00)
Pub Type- Speeches/Meeting Papers (150) -- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Gains, *Attendance Services, *Behavior Change, Behavior Problems, *Dropout Prevention, High School Students, Homework, Motivation, *Potential Dropouts, Pupil Personnel Services, Reinforcement, Secondary Education, *Truancy, Worksheets

Project Succeed is a program for helping failure- and dropout-oriented pupils to improve their school achievement. Attendance and assignment completion are the key behaviors for enhancing achievement. Behavior modification and communications procedures are used to bring about the desired changes. Treatment procedures include current assessment information; initial contacts with teachers, students and parents, and daily school notes and regular communications between teachers, counselors, students and parents. This document includes copies of the data sheets for daily reports, and communication with counselors, students, parents and teachers. (BMW)

ED 179 849 CG 013 990

Training Alcoholism Trainers. Trainer Manual.

National Center for Alcohol Education, Arlington, Va.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Report No.-DHEW-ADM-78-704
Pub Date-78
Contract-281-75-0013
Note-192p.; For related document see CG 013 991
Pub Type- Guides - General (050)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Alcohol Education, *Inservice Education, Instructional Staff, Manuals, *Professional Training, *Program Design, *Skill Development, Staff Improvement, *Trainers

This manual was developed to upgrade the training design and delivery skills of inservice trainers in the field of alcoholism. It is geared for inservice trainers with little or no formal background in design/delivery of adult education programs, who spend at least 50% of the time in training activities. Contents include: (1) adult learning theory, (2) goal analysis, (3) organizational needs and job analyses, (4) methodology, (5) evaluation design, (6) program implementation, and (7) small group skills. All session outlines provide goals/objectives, time required, equipment and materials needed, primary methods, meeting arrangements, sequence of activities and points for discussion. Appendices include handout information, session assessment form, sample presentation cue cards, answer key and participant final evaluative review. (Author/BMW)

ED 179 850 CG 013 991

Training Alcoholism Trainers. Participant Workbook.

National Center for Alcohol Education, Arlington, Va.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Report No.-DHEW-ADM-78-703
Pub Date-78
Contract-281-75-0013
Note-167p.; For related document see CG 013 990
Pub Type- Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Alcohol Education, *Inservice Programs, *Professional Training, Program Design, *Skill Development, *Staff Improvement, *Trainers, Workbooks

This workbook is to be used in conjunction with the Trainer Manual entitled Training Alcoholism Trainers. The program was developed to upgrade training design and delivery skills of inservice trainers in the field of alcoholism. The workbook contains all the handout sheets necessary for participant sessions. (Author/BMW)

ED 179 851 CG 013 992

McKinlay, Robert, Ed. And Others

Analysis and Selection of Training Resources in Aging. Volume 1, Numbers One and Two.

Duke Univ., Durham, N.C. Medical Center.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-79
Grant-AoA-94-P-20384
Note-499p.
Pub Type- Reference Materials - Bibliographies (131) - Reports - Descriptive (141)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors-Annotated Bibliographies, Educational Gerontology, *Gerontology, *Information Sources, *Older Adults, *Program Development, *Resource Materials, *Trainers, Training
Identifiers-*Aging

This project was designed to aid trainers and educators in the field of aging in the identification of useful current training resources. Project goals include: (1) developing and refining a review format for evaluating training resources in aging; (2) selecting "high demand" training resources for evaluation; (3) training specialists in the field of aging to use the review format in evaluating the high-demand materials; and (4) disseminating the reviews to those concerned with training in aging. Resource topics include curriculum design, information resources, how-to resources and training manuals. (Author/BMW)

ED 179 852 CG 013 993

Gillispie, Beth Jacobs And Others

Adolescence: Intervention Strategies. Participant Manual.

Health Control Systems, Inc., Rockville, Md.; National Drug Abuse Center for Training and Resource Development, Gaithersburg, Md.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.
Report No.-NDACTRD-79-AIS-061P
Pub Date-Nov 78
Contract-271-75-4018; 271-78-4600
Note-478p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC20 Plus Postage.
Descriptors-*Adolescence, *Adolescents, Counselors, Counselor Training, *Decision Making Skills, Human Development, *Intervention, Manuals, *Skill Development, *Training Techniques, Youth Agencies

This manual presents a course designed for persons who have direct contact with youth, on an individual or group basis, in a service capacity. The intent of the course is to train youth workers to develop a basic framework for understanding adolescent development, acquire intervention and decision-making skills, and facilitate the growth of adolescents, focusing on basic concepts in order to increase understanding of adolescents, personal perspectives on youth, and individual self-awareness. The materials, presented in modular format, address the following areas of concern: (1) themes of adolescence, (2) labeling and stereotyping of adolescents, (3) personal attitudes toward youth, (4) decision-making skills, and (5) personal learning plans and assessment records. A resource manual of articles dealing with adolescence and a bibliography are also provided. (Author/HLM)

ED 179 853 CG 013 994

Midlife Women: Policy Proposals on Their Problems. A Summary of Papers Submitted to the Subcommittee on Retirement Income and Employment of the Select Committee on Aging, U.S. House of Representatives, Ninety-Sixth Congress, First Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No.-House-Comm-Print-96-180
Pub Date-Apr 79
Note-27p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Collected Works - General (020) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Development, Behavioral Science Research, *Females, *Life Style, *Middle Aged, *Retirement, Role Conflict, *Sex Role, Social Attitudes, Social Problems, Social Science Research, Womens Education
Identifiers-*Aging

Highlights of 18 papers on problems of midlife women are provided by 29 experts invited to testify before the Subcommittee on Retirement Income and Employment of the U.S. House of Representatives' Select Committee on Aging. The papers address the following areas of concern: (1) work and education, (2) displaced homemakers, (3) economic inequality, (4) careers, (5) family relationships, (6) retirement, (7) age and sex discrimination, (8) mental and physical health factors, and (9) changing future roles. The names of the authors, their addresses, and paper topics are also provided. (Author/HLM)

ED 179 854 CG 013 995

Cook, Maureen H. Newman, Carol

This Side Up: Making Decisions About Drugs.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Report No.-DHEW-ADM-78-420
Pub Date-78
Contract-271-76-5502
Note-66p.; Marginal legibility of some pages due to color of paper
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-024-0076-5)
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adolescents, *Alcohol Education, *Decision Making, *Drug Abuse, *Drug Education, Individual Development, Self Evaluation, *Student Attitudes, Youth

This guide was developed as a source of information for young people who are faced with making decisions about drugs. Written in a catchy yet informative style, the materials presented address the following areas of concern: (1) definitions and effects of various drugs, including alcohol, tobacco, and narcotics; (2) physical and psychological effects of drugs; and (3) exercises designed to facilitate self-knowledge, awareness, and attitudes toward drug use. The format of this guide is self-instructional in nature, permitting individual users to explore drug use issues at their own pace. (Author/HLM)

ED 179 855 CG 013 996

Perkins, Kenneth A. Moore, Danny

Discriminating Between Violent and Nonviolent Disturbed Criminal Offenders.

Pub Date-79
Note-16p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, IL, May 3-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aggression, Anti Social Behavior, *Behavior Patterns, *Criminals, Delinquency, Discriminant Analysis, *Emotionally Disturbed, Family Background, Individual Characteristics, Institutionalized Persons, *Predictor Variables, Research Projects, *Violence

Predicting occurrences of violent behavior in the population of emotionally disturbed criminal offenders was investigated by identifying a pattern of characteristics that significantly discriminates between violent and nonviolent offenders. Subjects were 149 current and former male patients in the Forensics Division of St. Elizabeths Hospital in Washington, D.C. who had committed at least two violent crimes (N 79) or

no violent crimes (N 70). Data were obtained from patient files. Univariate analyses showed that factors of education, occupation, age at which first institutionalized, juvenile delinquency, absence of father, and length of time institutionalized before age 18 distinguished significantly between the violent and nonviolent groups. Factor analysis was utilized to reduce the number of predictor variables, and those which emerged were juvenile criminal history, parental absence, socioeconomic status, and family experience. A step-wise discriminant analysis using these reduced factors was then performed on each of two samples formed by randomly splitting the violent group and nonviolent group. All four factors emerged in both discriminant functions. Analyses demonstrated the significance of each function in assigning subjects within the same sample and subjects in the other sample (cross-validation) to the proper classification. (Author)

ED 179 856 CG 013 997

Schuh, John H. And Others

Results of an Administration of the Pace College Student Experiences Scales at Indiana University, Bloomington.

Pub Date-79
Note-45p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Environment, *College Students, Comparative Analysis, *Educational Experience, Emotional Response, *Environmental Influences, Higher Education, Perception, Reactive Behavior, Research Projects, Sex Differences, *Student Attitudes, *Student College Relationship, Undergraduate Students
Identifiers-*College Student Experiences Scale (Pace)

Areas of student reaction to the university, including student activities, opinions about college, perception of the college environment, and estimates of gains were investigated. Subjects were a random sample of undergraduate students at the Indiana University (Bloomington campus) in the spring of 1979, who completed the Pace College Student Experiences Scales. Results indicated that: (1) the intellectual impact of the university is considerably bolstered by activities outside the formal classroom; (2) the higher the class rank, the more students participated in extracurricular activities; (3) men reported significantly more involvement in athletics, and women in interpersonal activities; (4) women reported more gains than men in literary and aesthetic areas; and (5) off-campus students tended to report more gains in understanding scientific applications and technological developments than on-campus students. (Author/HLM)

ED 179 857 CG 013 998

An In-Depth Look At X-Rated Problems in Families With Service Needs. Workshop Proceedings.

Connecticut State Dept. of Children and Youth Services, Hartford.
Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date-May 79
Note-136p.; Proceedings of the Workshop Cosponsored by the Department of Children and Youth Services and the Connecticut Justice for Children Collaboration (Hartford, CT, May, 1979)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Adolescents, *Agency Role, *Behavior Problems, Community Agencies (Public), Counselor Role, Counselors, *Delinquent Rehabilitation, Delinquents, *Family Problems, *Sexuality, Skill Development, Training Techniques
Identifiers-*Incest

The proceedings of a series of four full-day workshops held during May, 1979, by the Deinstitutionalization of Status Offenders Project of the Department of Children and Youth Services and the Connecticut Justice for Children Collaboration are presented. Areas of concern addressed by the workshops included the following: (1) adolescent sexuality how much is too much? (2) incest as a family affair; ; (3) postitution: the pros and the conned; and (4) adolescent sexual behavior and implications for program development. The series was designed to delineate the problems encountered by families of youth who exhibit sexually acting out behavior, are involved in incestuous relationships, and/or have engaged in prostitution, as well as to develop the capacity of service providers to work with these youth and to facilitate resource and resource- and information-sharing among participants. (Author)

ED 179 858 CG 013 999

Hochhauser, Mark

Developmental Dependencies.

Pub Date-Sep 79

Note-31p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, *Behavior Patterns, Behavior Problems, *Developmental Stages, *Drug Abuse, Experience, *Individual Characteristics, *Individual Development, *Life Style

Researchers have long focused upon the problems of student/adolescent drug use; however, such a limited perspective may actually provide inaccurate information as to the actual nature and extent of total drug use. It may be more appropriate to emphasize a lifespan developmental perspective regarding drug abuse behaviors, insofar as drug use must be analyzed on a continuum during the lifetime of the individual, rather than as an isolated experience during a particular period of development. Analyzing drug abuse behaviors from such a developmental perspective includes six periods of development: the fetal period, infancy, childhood, adolescence, adulthood, and old age. Based upon joint considerations of developmental psychopharmacology and the biological boundaries of learning, an hypothesis of "developmental dependencies" may account for some of the interactions between drug abuse and the continually developing organism. (Author)

ED 179 859 CG 014 000

Halpin, Gerald And Others

Effects of Study and Testing on Student Retention.

Pub Date-Sep 79

Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Behavior Patterns, College Students, Comparative Analysis, *Learning Processes, Research Projects, *Retention, Retention Studies, *Student Behavior, Study Habits, *Testing, *Test Wiseness

The effect of testing on student retention was investigated to determine if it was the actual test taking, the prior preparation for the test, or the combination of studying for and taking the test which actually affected retention. Subjects were undergraduate students (N 90) who were divided into two different study conditions, i.e., test and no-test. The test condition consisted of two different kinds of test, multiple-choice and short-answer, each containing two different levels of item complexity, knowledge and concept. Results indicated that: (1) subjects in the study condition test group scored higher on retention than subjects in the study condition no-test group; (2) study condition test subjects who took either the multiple-choice or short-answer test scored higher than subjects who took no test; (3) means for the multiple-choice test and short-answer test groups did not significantly differ; and (4) the short-answer test treatment group failed to differ from the no-test treatment group. (Author/HLM)

ED 179 860 CG 014 001

DeLange, Janice

A Comparison of the Effects of Assertive Skill Training and Desensitization in Increasing Assertion and Reducing Anxiety in Groups of Women.

Pub Date-May 78

Note-34p.; Paper presented at the Meeting of the Midwestern Association of Behavior Analysis (4th, Chicago, Illinois, May 13-16, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Anxiety, *Assertiveness, *Behavior Change, Behavior Patterns, *Desensitization, *Females, Individual Characteristics, *Self Concept, Self Evaluation, Training Techniques

The relative efficacy of systematic desensitization and assertive skill training in increasing assertive responses, reducing anxiety related to being assertive, and increasing response satisfaction, was compared to two control conditions a placebo-control (discussion) and an assessment-control. Also investigated was the effect of the subjects' general level of anxiety on treatment method. Women (N 120), ranging in age from 19 to 56 years, were divided into high and low levels of general anxiety, and randomly assigned to one of four treatment conditions. Pre- and post-treatment testing included self-report measures of assertiveness and state anxiety, a Behavior Role-Play Test (BRT) consisting of 11 audiotaped situations to which women responded, and ratings of anxiety level for each situation and the amount of satisfaction with responses given. Results indicated that women in assertive skill training improved their performance on the BRT significantly more than on any other treatment condition; within the assertive skill training group itself, greater generalization of treatment effects to novel situations occurred for low anxiety women than for high anxiety women. On the self-report measure of predicted discomfort women in both desensitization and assertive skill training showed a significant decrease. For actual anxiety felt while performing on the BRT, all three treatment conditions were effective in reducing anxiety on situations used in treatment, but women in assertive skill training also significantly reduced anxiety in new situations not used in treatment. (Author)

ED 179 861 CG 014 002

Frankford, Evelyn R.

Community-Based Feminist Programming for Girls: An Approach to Pregnancy Prevention.

Pub Date-21 Oct 78

Note-16p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Community Education, Community Problems, Contraception, Counselors, *Females, Illegitimate Births, *Pregnancy, *Prevention, Program Planning, *Sex Education, *Teenagers, Unwed Mothers

This program seeks to prevent adolescent pregnancy and childbearing through a community-based feminist social service program serving teenage girls. This DAWN program, Discovery and Awareness for Women Now, was initiated as a result of the Women's Movement which has had a serious and positive impact on the lives of most adult women. Yet, teenage girls, particularly the low-income girls in this local community, were virtually unaffected by these changes. Three major program goals have been: (1) to increase awareness, and to develop the skills for taking advantage of existing options for young women; (2) to develop more positive self-images; and (3) to become involved in activities that promote physical and mental well-being and expand social horizons. Activities, trips and sex education were provided in response to staff's perception of the girls' needs. The pregnancy prevention approach addresses the issues of control, decision-making and future orientation, so the girls will become responsible for their own lives. (Author/BMW)

ED 179 862 CG 014 003

Jason, Leonard A. Mollica, Mark

Comparative Effectiveness of Smoking Prevention Programs.

Pub Date-Sep 79

Note-23p.: Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Change, Change Agents, *Health Education, Health Programs, Prevention, Role Playing, Secondary Education, *Secondary School Students, *Smoking, *Student Behavior, Student Motivation, Technical Reports, *Tobacco

Given the documented link between smoking and later debilitating health conditions, a need exists to investigate educational programs aimed at reducing rates of smoking among school-age children. An entire class of ninth graders was involved in a treatment condition featuring either role-playing and discussion or discussion only. While both treatments effectively reduced levels of smoking among inchoate smokers, few changes were noted for youngsters manifesting more long-term, entrenched habits. Levels of smoking for children monitored in a control school remained about the same. These data suggest that early preventive programs might be most efficacious in curtailing smoking among school-age children. (Author)

Paley, Evelyn S., Ed. Dea, Timothy Patrick, Ed.
A Social Network Approach to Working With Elderly Clients: Training Manual for Mental Health Professionals.
Denver Univ., Colo.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-15 Aug 79
Grant-PHS/DADMHA-R-08-79-859
Note-31p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Family Counseling, Guidance Services, Intervention, Manuals, *Mental Health Programs, *Older Adults, *Quality of Life, *Social Systems, *Therapy, Trainers

This manual, geared for mental health professionals, demonstrates that social network intervention provides an excellent framework and set of tools for working with the multiple problems of older adults. Social networks are "family" groupings of client, family members, friends and other community supports. The intervention focusses on bonding and strengthening such "family" systems into a network that helps improve the overall quality of life for the elderly. Topics and exercises include: (1) mental health service delivery problems; (2) assessment and intervention stages of the social network approach; (3) special intervention techniques helpful in working with the elderly; and (4) issues on the quality of life for the elderly. (Author/BMW)

Ireland, John F. And Others

Student Reaction to a University Disaster: Initial Analyses and Recommendations.

Pub Date-1 Sep 79
Note-43p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adjustment (to Environment), Anxiety, Attitudes, Behavioral Science Research, *College Students, *Emotional Response, Higher Education, Research Projects, Response Mode, *Social Behavior, *Stress Variables, *Student College Relationship
Identifiers-*Disasters

The University of Evansville basketball team and others associated with it were killed in an airplane crash in December, 1977. The University had to decide how to respond to the tragedy. Advice received from other universities was based upon impression rather than systematic data collection. At Evansville, interviews were held with 87 students who were asked how they behaved and how they felt about their adjustment to the loss. While random selection of the sample was only approximated, the sample was demographically representative of the full time undergraduate population. Most students reported spending the evening of the crash in groups watching television news reports, going to the chapel, and talking together in the dorms. The next day most attended the memorial service at the campus chapel. Students did seem to profit from maintenance of these natural groups and communication networks. Maintaining students on campus and offering them a wide range of memorial activities seems appropriate. Adjustment indicators suggest that students coped well, however psychosomatic reactions may have been relatively frequent but unrecognized as such. Data suggest that the relatively successful adjustment may have been due to the matching of activities (religious) with a type of student body (religious). (Author)

ED 179 865 CG 014 006

Caliguri, Joseph P., Ed.
Alcoholism.
Missouri Univ., Kansas City. School of Education.
Pub Date-78
Note-306p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Adolescents, Adults, *Alcohol Education, Alcoholic Beverages, *Alcoholism, Behavior Patterns, *Drinking, *Drug Abuse, *Drug Addiction, *Drug Legislation, Females, Special Health Problems

This extensive annotated bibliography provides a compilation of documents retreived from a computerized search of the ERIC, Social Science Citation Index, and Med-Line databases on the topic of alcoholism. The materials address the following areas of concern: (1) attitudes toward alcohol users and abusers; (2) characteristics of alcoholics and their families; (3) alcohol and its impact on industry, armed forces, minorities, the community, hospitals, women, and teenagers; (4) the pathology of alcohol use; and (5) legislation on alcohol. Overall, the time period covered is from 1950 to 1978, with the great bulk of the materials coming from the 1966 to 1978 period. (Author/HLM)

ED 179 866 CG 014 007

Midlarsky, Elizabeth

Family Therapy: A Very Proper Failure.

Pub Date-5 Sep 79

Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Case Studies, *Counseling Effectiveness, *Crisis Therapy, *Family (Sociological Unit), *Family Counseling, Family Life, Family Problems, Family Relationship, Group Counseling, *Parent Child Relationship, Research Problems, *Therapy

This first-person account of a case study on family therapy discusses two latency-age boys who were referred for treatment. The assessment was that in both cases it was the family itself that was disturbed and needed treatment. The therapist worked with the first boy and his family together. The therapy model used was the ``proper'' family counseling method. Although changes occurred in the family, therapy was not successful for the child. In the second case, it proved impossible to follow the model of seeing the entire family in therapy. This family, which was handled ``improperly'' by the therapist's standards resulted in apparently successful therapy. This contrasting result led to some revision and re-evaluation of the therapist's original notions about ``proper'' family therapy. (Author/BMW)

Axsom, Danny Cooper, Joel

The Role of Effort Justification in Psychotherapy.

Pub Date-79
Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, *Cognitive Style, *Decision Making, Evaluation Methods, Methods, *Psychotherapy, Research Methodology, Research Problems, Research Projects, *Self Concept, *Success Factors
Identifiers-*Obesity

The possible influence of cognitive dissonance in psychotherapy was examined by conceptualizing therapy as an effort justification process. It was predicted that freely choosing to undergo a highly effortful procedure would aid in positive therapeutic change. Subjects (N 52) participated in a weight-reduction experiment in which the degree of effort expended on therapeutic tasks and the degree of perceived choice to discontinue the study were manipulated. High-Effort subjects lost marginally more weight. Evidence was also found for the influence of the choice variable. A follow-up revealed that the effects of effort had increased and were highly significant. (Author)

ED 179 868 CG 014 009

Stein, Peter J.

Understanding Single Adulthood.

Pub Date-18 Aug 79
Note-24p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Boston, MA, August 14-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment (to Environment), *Adults, *Females, *Males, *Marital Status, Models, *Quality of Life, Self Concept, *Sex (Characteristics)
Identifiers-*Life Cycles

The life styles and life chances of the unmarried include elements of choices. Singles may be grouped and characterized according to whether their status may be considered stable or temporary. A life cycle, or continuum model of singlehood is reviewed, including its different factors, or phases. A new model for singles is proposed a life spiral model to reflect varying patterns of adulthood. (Life spiral means incorporation of traditional and alternative roles in the life course.) The life spiral is a non-linear definition of the life span, which enables the viewing of individuals who choose alternate paths of adult life. The focus is on identifying the presence or absence of traditional patterns, on the emergence of new roles and on alternative sequences of new and old roles. The new model incorporates a theory of human needs and an analysis of the ways individuals and groups meet these needs. (Author/BMW)

ED 179 869 CG 014 010

Pope, M. Candice, Comp.

Guidance Exploration Model (GEM) 1978-79. Summary.

Tempe Elementary School District 3, Ariz.

Spons Agency-Arizona State Dept. of Education, Phoenix.

Pub Date-79

Note-73p.; Best copy available

Pub Type- Guides - General (050) - Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement, *Career Development, Career Exploration, *Class Activities, Counselor Role, Elementary Education, *Guidance Programs, Occupational Choice, *Occupational Guidance, *Pupil Personnel Services, Resource Materials, *Vocational Interests

The original program goal for development was to provide implementation of a Guidance Exploratory Model (GEM) at the elementary level which combines career education, guidance, exploration and academics. During the planning stages of GEM, monies were received from Title IV-B to purchase books and audio-visual materials to initiate the concept through media. GEM program goals are to stress self-awareness, goal-setting skills and career exploration. Appendices provide a list of media materials, GEM program goals, student and career education knowledge inventories, and lesson plans. Lesson plans include time limit, grade level, goal, materials needed and procedure. Although the GEM program is geographically specific, it can be used as a model in other elementary schools. (Author/BMW)

ED 179 870 CG 014 011

Hersey, James C.

Exploration and Adaptation in Varied High School Environments.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-1 Sep 79
Grant-MH-15606
Note-25p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), Behavioral Science Research, *Discovery Learning, Experiential Learning, Followup Studies, High School Students, Longitudinal Studies, *Personality, *School Environment, Secondary Education, Self Esteem

The hypothesis (Kelly, 1968) that, in a fluid school setting, students with a high preference for exploration would adapt more easily than low explorers, while in a constant school environment the opposite would be the case, was examined. A sample of 120 eighth-grade boys selected to represent low, moderate, and high exploration groups were followed as they progressed through two large suburban high schools. The first high school (with a population exchange rate of 19%) had a relatively fluid social environment, while the second high school (with a 7% rate of population turnover) had a relatively constant social environment. Two-way analysis of variance found significant School x Exploration Interaction in the hypothesized direction for twelfth-grade measures of psychosomatic symptoms of self-dissatisfaction. An investigation of assumptions found that in the more fluid setting high explorers reported a greater degree of affective interaction and instrumental interaction with peers and school staff than did low explorers, but in the more constant setting this was not the case. The implications of these findings for school intervention strategies were discussed in terms of a theory of person-environment interaction. (Author)

ED 179 871 CG 014 012

Burnham, Brian

The Status of Sex Education Programs in the Schools of the York County Board of Education.

York County Board of Education, Aurora (Ontario).
Pub Date-Feb 78
Note-146p.; Best copy available; For related document see CG 014 013
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Attitudes, *Elementary Secondary Education, Family Life Education, Foreign Countries, Opinions, *Principals, Program Content, *Resource Materials, *Sex Education, Surveys, Teacher Attitudes, *Teachers
Identifiers-*Ontario (York County)

A sample of teachers and principals was asked to respond to a survey regarding the status of sex education (SE) programs in the schools of York County, Ontario, to determine how students might be better served. Opinions on philosophy, scope, methodology, and outcomes of sex education as well as observations and recommendations were also elicited. Elementary teacher responses do not indicate how well or how much SE is taught, but they do indicate that SE is taught separately and differently to boys and girls. Secondary teachers/principals indicate that SE is offerred in all secondary schools, at most grades. Tables of specific survey responses, as well as appendices which include a recommended book list, film list, and filmstrips for the teaching of Family Life and Sex Education are attached. (BEF)

ED 179 872 CG 014 013

Pond-Brevik, Margaret

Family Life/Sex Education Programming: A Survey of Students' Needs.

York County Board of Education, Aurora (Ontario).
Pub Date-Aug 78
Note-127p.; Best copy available; For related document see CG 014 012
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Educational Programs, *Elementary Secondary Education, *Family Life Education, *Foreign Countries, Opinions, Program Content, *Sex Education, *Student Needs, Surveys
Identifiers-*Ontario (York County)

This study examines responses of elementary and secondary school students to a questionnaire regarding the effect of family life and sex education programming. Suggestions from the students were also requested. Numerical data was tabulated, the lengthy responses were catalogued, and frequencies recorded. Analysis of responses is presented by grade group. The opinions indicate a need for more and better programming. Appendices include the questionnaires for each age group and the take-home thought questions. Tables of the results by topic are presented. (Author/BEF)

ED 179 873 CG 014 015

Sapon-Shevin, Mara

The Ethics of Group Contingencies.

Pub Date-Jun 79
Note-35p.; Paper presented at the Annual Meeting of the Association for Behavior Analysis: International Organization (5th, Dearborn, MI, June 16-19, 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavioral Objectives, Behavior Change, Contingency Management, *Educational Research, *Ethics, Group Structure, Individual Characteristics, *Peer Influence, *Research Methodology, Research Reviews (Publications), *Social Environment

Group contingencies structure situations which link individual behavior with group outcomes, attempting to change behavior through peer pressure. As such, group contingencies raise numerous methodological and ethical problems, and illuminate the relationship between what data is collected and what subsequent decisions can be made. Over 100 published group contingency studies were examined, with key points including: (1) although group contingencies use peer interaction to bring about change, less than half the studies cited reported social interaction or attempted to identify the type of peer pressure operating during the experimental procedure; (2) many of the group contingency studies collected only group data; (3) some group contingency studies are illustrative of potential conflicts between the role of the researcher and the role of the teacher; and (4) the language of group contingencies tends to legitimize their use without considering possible ill-effects. These issues serve to raise substantial questions concerning the advisability of using group contingencies in classrooms and stresses the need to monitor closely the social interactions which occur as a result of their implementation. (Author/BMW)

ED 179 874 CG 014 016

Jenkins, Karen And Others

Predictors of Recidivism in Juvenile Delinquents Participating in a Family Counseling Program.

Spons Agency-Virginia State Div. of Justice and Crime Prevention, Richmond.
Pub Date-Apr 79
Note-14p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (50th, Philadelphia, PA, April 18-21, 1979); Best copy available
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Change, *Counseling Effectiveness, Crisis Therapy, *Delinquent Rehabilitation, Delinquents, *Family Counseling, Intervention, *Justice, Parent Child Relationship, *Predictor Variables, *Recidivism, Research Projects, Youth Problems
Identifiers-*Diversion

With the recent trend towards diversionary projects for juvenile law offenders, various threapeutic residential and outreach models have been introduced. It was hypothesized that there are family characteristics which are related to high incidences of continued delinquent behavior, and that males from single parent, low-income families will be the most likely to re-enter the juvenile justice system. It was further hypothesized that there are other salient variables in diversionary strategies which can serve to mediate the relationship between family characteristics and recidivism. Subjects were 53 families referred to a diversionary project utilizing a short-term behavioral family intervention approach. Data on families were collected, along with recidivism data from court records. Post-evaluation data were collected after termination of therapy. Both family and process variables proved important in understanding juvenile recidivism. More attention needs to be directed toward single parent families; smaller families tend to have higher recidivism rates than larger families; and family counseling tends to be the most effective method of lowering recidivism. (Author/BMW)

ED 179 875 CG 014 017

Grady, Kathleen E. And Others

The Male Sex Role: A Selected and Annotated Bibliography.

Public Health Service (DHEW), Arlington, Va.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.-DHEW-ADM-79-790

Pub Date-79

Contract-PLD-07401-77

Note-206p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington DC 20402 (Stock No. 017-024-00929-6)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Behavioral Science Research, *Life Style, *Males, Reference Materials, Sex (Characteristics), Sex Differences, *Sex Role, *Sexuality, *Social Attitudes, Social Behavior

This bibliography, containing more than 250 entries, presents research and theoretical perspectives into the male sex role. Articles were chosen for their usefulness to researchers, with emphasis on scientific and data-based research literature. All the annotations use a standard format including subjects, method, findings and comments. Articles cover such subjects as attitudes about men and masculinity, marriage, fatherhood, relationships with men and women, anti-social behavior and mental and physical health. (Author/BMW)

ED 179 876 CG 014 018

Kerr, Lucille E., Comp. Kaplan, Mimi, Comp.

A Bibliography of Resources on the Subject of Death for Children Junior High and Younger.

Pub Date- 79
Note-44p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Children, *Coping, Counseling Services, *Death, Elementary Education, Grief, Junior High Schools, *Parents, Resource Materials, Youth

This bibliography contains resources for children up to age 14 on the subject of death. Listings are classified in the following categories: (1) literature, (2) age of readers, (3) relationship of the deceased, (4) reactions to death and dying, and (5) coping techniques. The resource materials can be used by parents, teachers, counselors and clergy. Children can benefit from these materials by being prepared to face the inevitability and permanence of death, and by being provided with a variety of views and attitudes about death and dying. (Author/BMW)

ED 179 877 CG 014 019

Halpern, Howard A. Bellamy, Cheryl A.

A Systems-Crisis Model of Mental Health Consultation.

Pub Date-Sep 79
Note-22p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Clinics, *Community Agencies (Public), *Consultation Programs, Counselors, *Crisis Therapy, *Family Counseling, Health Services, Individual Counseling, *Mental Health Programs, Models, *Program Planning

While much of the development of consultation programs in mental health centers has been independent of the traditional treatment program, this document describes a consultation program which is closely integrated with an agency's treatment program. The emphasis is on system change and the development of prevention programming. The system-crisis model, as it is called, identifies treatment cases as having five perspectives: biological, intro-psychic, individual, family and community. This paper focuses on the community level intervention model and its four systems: community agencies, governing entities, formal groups and informal groups. The goal of mental health consultation is seen as increasing those behaviors in community systems which enhance the mental health of clients and decrease behaviors which are harmful to them. Included are assessment processes, intervention design, and implications and evaluation of the model. While geographically specific, the model could be adapted for other comminities. (Author/BMW)

ED 179 878 CG 014 020

Joseph, Earl C.

Long-Term Electronic Technology Trends: Forecasted Impacts on Education. Paper presented to Congress of the United States, House of Representatives, Committee on Education and Labor, Subcommittee on Elementary, Secondary, and Vocational Education (April 25, 1979).

Pub Date-25 Apr 79
Note-18p.
Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Change, Educational Improvement, *Educational Technology, Electronics, Elementary Education, *Futures (of Society), *Long Range Planning, Research and Development Centers, Secondary Education, *Technological Advancement, Technology, *Trend Analysis

The technological-driven future will evolve through the next decades to massively impact elementary and secondary education, starting in the 1980 decade and building toward revolutionizing education in the 1990 decade. The evolving ``silicon revolution'' is producing a continuing list of new electronic technology poised at the threshold for massive application throughout society including the expectation for transforming elementary, secondary and vocational education for both the short-term and long-term futures. The major new thrust is the emergence and growth of ``smart machines.'' Technology for education which includes embedding increasingly capable, but physically small, microprocessor logic, digital storage/memory, sensors, communications circuits and links, and eventually voice actuated and reply mechanisms for creating convivially smart machines which are more humanistic for students. As modern technology advances, the synergistic relationship between humans and machines allows us to do more with less. This new human-machine symbiosis will change most institutions in society, including education. (Author/BMW)

Long, Beverly Benson
Federal Leadership in the Primary Prevention of Mental and Emotional Disabilities.
Pub Date-Sep 79
Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Emotionally Disturbed, *Federal Aid, *Federal Legislation, Federal Programs, *Financial Policy, *Financial Problems, Health Programs, *Mental Health Programs, *Prevention

Two basic issues in mental health are how tax monies and resources are being allocated and how the resources are being spent. More could be spent in the area of mental health prevention rather than in treatment. Prevention is action that prevents significant diminishment of function, or the development of organic disability, as a result of mental-emotional disturbance. Federal health dollars are currently being spent in an illogical way. Statistics suggest that the federal health authorities are not utilizing a process which results in realistic and effective targeting of resources to the problems. The highest and most pressing health priority should be to determine and acknowledge what causes disability and premature death, and what accounts for nonproductivity, and then to allocate resources to alleviate these problems. (Author/BMW)

ED 179 880 CG 014 025

Abeles, Ronald P. Steel, Lauri

Life Course Organization, Perceived Quality Life, and Occupational Attainment.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-Sep 79

Grant-1-RO1-MH29509-01

Note-40p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979); Tables may film marginally

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adjustment (to Environment), *Adults, Aspiration, *Career Development, Evaluation Methods, Guidance Counseling, Individual Development, *Occupational Aspiration, *Quality of Life, *Role Theory, Self Concept, Vocational Maturity

Identifiers-*Project TALENT

Longitudinal data from Project TALENT are used to study how people's adult lives are patterned and how these patterns are related to their occupational achievement and perceived quality of life. Career is defined as a sequence of roles and associated activities that a person enacts within a particular life domain. The pattern of a person's life emerges through the simultaneous consideration of his/her educational, occupational, procreational, and marital careers. The temporal aspects of careers distinguish three dimensions (order, continuity, and comparative timing of role transitions) and are discussed in regard to three general theoretical perspectives (human capital, stress, and social age norms) for guiding research on life events.'' The analyses suggest that these temporal aspects of careers are, in general, only weakly related to perceived quality of life and to occupational attainment when background and ability measures are controlled. However, a number of sex interactions with temporality were found. For the most part, the results were more consistent with human capital predictions then with others. (Author/BMW)

ED 179 881 CG 014 026

Moore, Charlotte Dickinson

Understanding Neurotic Disorder.

National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Scientific and Public Information.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Report No.-DHEW-ADM-78-614

Pub Date-78

Note-50p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-024-00774-9)

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adjustment Problems, Adults, Behavior Patterns, *Maladjustment, *Mental Health, *Mental Illness, *Neurosis, Prevention, *Psychological Characteristics, *Psychological Patterns

Understanding, one of the chief components of prevention in mental health, is not for the researcher or clinician only, but for all who may be concerned with their own conflict and pain or that of family members. Looking at neurotic disorders requires the examination of guilt which burdens individuals as they realize their failure to fulfill responsibilities to themselves and others, and also the resulting anxiety caused by hurtful experiences which may impede mature responses in the future. The condition of neurosis, which is virtually impossible to quantify statistically, does present one significant finding from numerous research studies, i.e., neurotic individuals frequently come from homes with a high proportion of persons having neurotic symptoms. Several therapeutic views provide strategies for dealing with neurosis, particularly psychoanalytic theory, behavior therapy, and humanist-existential therapies. Different types of neurotic disorder can be classified: anxiety, depersonalization, depression, hypochondria, hysteria, neurasthenia, obsessive-compulsive behaviors, and phobias. (Author/HLM)

ED 179 882 CG 014 027

Stodolsky, David And Others

Automatic Facilitation of Dialogue in Shy and Not Shy Problem-Solving Teams.

Louisville Univ., Ky.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.; Office of Naval Research, Washington, D.C.

Pub Date-Apr 79
Contract-N00014-78-C-0425
Note-26p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, CA, April 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Assertiveness, Behavior Patterns, College Students, *Communication Problems, *Computer Assisted Instruction, *Conflict Resolution, *Dialogue, *Problem Solving, Research Projects, Skill Development
Identifiers-*Shyness

The validity of an automated experimental system incorporating a computer mediator for resolving conflicting requests to speak among four-member problem-solving teams was assessed. Learning how to use problem-solving strategies was affected by this new method for facilitating participation in dialogue. Strategy learning among shy and assertive groups was mediated by a computer-executed rule resolving conflicting requests to speak in favor of those having spoken least. Total time waiting for one's turn to speak and the rate of rejection were shown to be related to initial shyness level and also to vary over the course of three problem-solving games. A discriminant function analysis identified the set of variables which accounted for most of the variance in assignment of subjects to the four treatment conditions which were based upon scores on the Personal Report of Communication Apprehension. Analysis of variance was performed to detect shyness level by game interactions. (Author)

Pecorella, Patricia A. And Others
Forecasting Performance in Organizations: An Application of Current-Value Human Resources Accounting. Final Report.
Michigan Univ., Ann Arbor. Inst. for Social Research.
Spons Agency-Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Pub Date-Aug 78
Contract-N00014-76-C-0263
Note-250p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Behavior Change, *Change Strategies, *Decision Making, *Human Resources, *Management Development, Methods, *Organizational Effectiveness, Organizations (Groups), *Performance Factors, Research Projects, Resource Allocations
Identifiers-*Human Resources Accounting

A methodology to describe current-value human resources accounting (HRA) was developed to aid management in decision making and provide information about the effects of organizational policies and practices on the value of the organizations' human resources. A two-phase activity was designed to investigate the nature of the relationship between the human organization and organizational effectiveness as well as value attribution the momentary value placed on prediction of performance changes. These procedures were first applied to extant data from business and industry, and supported the theory underlying current-value HRA, that today's management practices affect tomorrow's organizational effectiveness. Additional multivariate analyses were conducted using Navy personnel. Results indicated that even small changes in the human organization can yield significant increments or decrements in future performance, and that current-value systems of HRA are feasible in both civilian and military settings. (Author/HLM)

LaGreca, Annette Marie Mesibov, Gary B.

Social Skills Intervention With Learning Disabled Children.

Pub Date-May 79
Note-13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, IL, May 3-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, *Communication Skills, Elementary Secondary Education, *Interpersonal Competence, *Learning Disabilities, Models, *Peer Relationship, Program Descriptions, Skill Development, Social Adjustment, *Social Behavior, Students

Areas of social behavior are reviewed in terms of the increasing emphasis on mainstreaming and normalization for children with special needs and the resulting concerns of psychologists and educators with the social interaction difficulties of learning disabled children. These areas of social behavior that contribute to a child's peer interactions include: smiling and laughing with peers; greeting others; joining on-going activities; extending invitations; conversation skills; sharing and cooperation skills; verbal complimenting; and physical appearance/grooming. A program designed to teach conversational skills and facilitate peer interactions in a group of learning disabled students who experienced difficulty with peer interactions is described in which social skills training was provided via modeling, coaching and behavioral rehearsal with video-taped feedback for the appropriate use of social skills; after six weekly sessions, the trained students made gains in their conversational and interpersonal skills. (Author)

ED 179 885 CG 014 030

Gould, Warren

Psychological Consultation in an HMO Hospice.

Pub Date-1 Sep 79
Note-9p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Consultants, *Consultation Programs, Coping, *Counselor Role, *Hospital Personnel, Hospitals, Inservice Education, Medical Services, *Psychological Services, *Psychologists, *Staff Improvement, Therapists
Identifiers-*Hospices

Hospice care differs from traditional medical care in that it aims to optimize the quality of the patient's remaining life rather than to maximize its duration. The Hayward Hospice project, begun in November of 1977 as a pilot project to evaluate whether hospice quality care could be provided within manageable costs and thus be included as a health plan benefit, is presented. Several features are described such as the unique location within an acute care medical facility, patient referrals by any of the staff physicians, and high acceptance by patient, family, and physician. Psychological consultation with the Hayward Hospice project is described, focusing on requests for evaluation and differential diagnosis, staff inservice education programs, and strategies for helping staff members cope and maintain their morale under the stress of providing services for terminally ill individuals. (Author)

ED 179 686 CG 014 031

Oliver, Laurel W.

Outcome Measures for Career Counseling Research.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Spons Agency-Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.

Report No.-ARI-TP-316

Pub Date-Aug 78

Note-71p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, Behavioral Science Research, *Career Development, *Evaluation Criteria, Literature Reviews, *Measurement Techniques, Military Personnel, Occupational Information, *Research Criteria, *Research Methodology, Social Science Research, Students, *Vocational Counseling

Identifiers-*Outcome Measures

The topic of career counseling outcome measures was reviewed to provide background for the construction of instruments used in evaluating a computer-based career information and planning program for Army officers. An extensive literature review of research from 1950 to 1976 provided the basis for classification of career counseling outcomes. Issues emerging from this review included the following: (1) use of inappropriate criteria; (2) the tendency on the part of career counseling researchers to "reinvent the wheel" instead of building on each other's work; (3) a preponderance of self-report measures rather than measurement approaches; (4) relative infrequency with which validity or reliability data are reported for the instruments used; and (5) methodological shortcomings concerning subject randomization, selection of appropriate comparison issues, and choice of type of statistical analysis. Although originally written for an Army project, this report can be used by career counseling researchers as a tool for selecting outcome measures. Numerous tables delineating the study, criterion or variable, and measurement procedure are provided for the user. (Author/HLM)

ED 179 887 CG 014 032

Strunck, Jane

A Unique Method for Classroom Control: Happy Sticks.

Pub Date-15 Jun 79
Note-8p.; Paper presented at the Annual Meeting of the Association for Behavior Analysis: International Organization (5th, Dearborn, MI, June 16-19, 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment Problems, *Autism, Behavior Change, Behavior Patterns, Class Activities, *Class Management, *Classroom Environment, *Discipline, Preschool Children, Preschool Education, *Psychotic Children, *Reinforcement, Training Techniques

Happy Sticks, the name given to the reinforcement system used in a classroom of pre-school autisitc children, is presented. Happy Sticks are decorated tongue depressors serving as token rewards; Happy Bags, or pouches are worn by the children around their necks to hold the earned Happy Sticks. Reinforcement can be immediate and occur throughout all activities with minimal distraction. Happy Sticks are earned for appropriate behaviors and are exchanged intermittently for food rewards. Inappropriate behavior results in the child losing his/her Happy Bag, which is removed by the teacher and the child is ignored while other children behaving appropriately receive increased reinforcement, including Happy Sticks. Once the inappropriate behavior stops, the Happy Bag is given back to the child. The teacher may also remove a Happy Stick from a child's pouch for another inappropriate, but perhaps less disruptive behavior. Happy Sticks are counted frequently throughout activity sessions by the children who receive a food reward regardless of the number of sticks earned. The system helps maintain a positive classroom environment, and the children enjoy it. (Author)

ED 179 888 CG 014 033

Clamar, Aphrodite

Torah-True and Feminist Too: A Psychotherapist's View of the Conflict Between Orthodox Judaism and the Women's Movement.

Pub Date-1 Sep 79

Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Development, *Conflict Resolution, *Counselor Role, *Females, *Feminism, Helping Relationship, Individual Characteristics, *Jews, Personal Growth, *Religious Factors, Role Conflict, Therapists

Today, while secular society has opened up a new range of roles and psychological expectations to women, the status and life of Orthodox Jewish women remain circumscribed by Jewish religious law. Orthodox women face inequality in four areas: in the synagogue and participation in prayer; in religious education; in legal areas such as status in religious courts and divorce proceedings; and in communal leadership. When confronted with criticism, Orthodox religious spokespersons resort to apologetics and defensiveness. The result is resistance by some Orthodox Jewish women, anger among many, and confusion in the minds of nearly all. Eventually, some turn to psychotherapy for help in resolving the conflict between the traditional world of the home and synagogue and the attractions and pressures of the secular world. Feminist therapy is particularly well-equiped to address such issues as: (1) helping the Orthodox woman patient to understand that change is possible even within the confines of religious law, and that traditional social and sexual roles need not inhibit the feminist objective of enabling each woman to realize her own individual and unique potential; (2) focusing treatment toward action rather than introspection; (3) enabling women hwo have traditionally seen themselves as powerless to accept power and responsibility for themselves; and (4) helping the woman to examine previously unquestioned roles and stereotypes, thus changing her perceptions by heightening her consciousness. (Author)

ED 179 889 CG 014 034

Berger, Sheldon N. And Others

Evolution of a Humanistic Work Environment for Mental Health Professionals.

Pub Date-Sep 79
Note-58p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrative Organization, Counselor Evaluation, Counselors, *Environmental Influences, *Humanism, Intervention, *Job Satisfaction, *Mental Health, *Organizational Effectiveness, Performance Factors, *Work Environment

The historical and evolutionary development of the Tazwood Center for Human Services (Illinois) is traced, with a particular emphasis on describing administrative interventions which alleviate excessive stress and strain in the system and provide for growth experiences that prevent stagnation among the staff. The materials presented focus on the key elements which contribute to the viable working environmental climate of the Center, including the following: (1) participative management, (2) inservice training based on staff needs assessment, (3) weekly staff group process to deal with interpersonal conflict, (4) annual evaluation, (5) responsibilities of the supervisors, (6) communication patterns, and (7) support systems. Results of an exploratory survey of staff perceptions of the social climate are also presented, with an overall indication that staff are overwhelmingly positive in their general ratings of satisfaction. (Author/HLM)

ED 179 890 CG 014 035

Ziegler, Suzanne

Demographic Influences on Adolescents' Cross-Ethnic Friendship Patterns: A Four Neighborhood Study.

Toronto Univ. (Ontario).
Spons Agency-Ontario Ministry of Culture and Recreation, Toronto.
Pub Date-Sep 79
Note-18p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, Behavior Patterns, *Cross Cultural Studies, *Demography, *Ethnic Groups, Field Studies, Foreign Countries, Friendship, Interaction Process Analysis, *Minority Group Children, *Peer Relationship, Research Projects
Identifiers-*Canada (Toronto)

A field method approach explored the social world of Anglo-, Chinese- and Italian-Canadian children in four schools and neighborhoods in Metropolitan Toronto. Field workers observed and interacted with their subjects over a four-month period, dividing each work week between two neighborhoods. These workers were able to observe whether a given subject had any close other-ethnic friends (intimate versus casual or superficial contact), and whether the subject confined socializing entirely to his/her own ethnic group (was ethnically encapsulated) or not. Some significant demographic correlates of cross-ethnic and cross-racial friendship formation indicated that, in the locales studied, opportunities for contact are positively and significantly related to friendship formation, and that, contrary to earlier American findings, own-group preference does not increase as the size of the out-group increases. (Author)

ED 179 891 CG 014 036

Amato, Josephine A.

Teachers' Achievement Expectations: Effects in Open and Traditional Classrooms.

Pub Date-1 Sep 79

Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Classroom Design, Comparative Analysis, Elementary Education, Elementary School Teachers, Environmental Influences, *Expectation, *Open Plan Schools, Research Projects, Student Behavior, Student Teacher Relationship, *Teacher Behavior, *Traditional Schools

Teacher achievement expectation effects were investigated for third- and fourth-graders (24 boys and 24 girls, each grade) in open and traditional classrooms. The main and interaction effects of teacher achievement expectation (High/Low), class type (Open/Traditional), sex of child and grade level on students' behavior and teacher-student interaction were examined by four-way MANOVA's. Expected achievement was not significant as a main effect nor in interaction with any of the other independent variables. Class type was significant as a main effect and in interaction with grade level in several analyses. (Author)

ED 179 892 CG 014 037

Woodard, Francis M. Bahr, Stephen J.

The Pros and Cons of a Family Court: An Empirical Evaluation.

Brigham Young Univ., Provo, Utah.

Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date- 78

Grant-LEAA-5-77-E-1-1

Note-37p.; Best copy available; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports --Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Court Litigation, *Court Role, *Family Problems, *Justice, Lawyers, *Legal Problems, *Legal Responsibility, Program Evaluation, *Social Services, Social Workers, Surveys, Teamwork

Identifiers-*Family Courts

A survey of judges, attorneys, and social service workers was used to ascertain the effectiveness of existing court systems in processing family cases and to determine if a family court could improve the administration of justice to families. The data suggested that: (1) the dual-court system and the training of lawyers, judges, and social service workers were limitations of the current system; (2) the philosophical schism between district court judges and domestic relations attorneys on the one hand and juvenile court judges and social service workers on the other was a problem which made it difficult for the legal profession and social service profession to work together in offering services to families in trouble; and (3) a family court is a viable alternative to the present dual-court system, proving itself to be effective in several states. (Author)

ED 179 893 CG 014 038

Assessment Protocol.

Little (Arthur D.), Inc., Washington, D.C.
Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Jul 79
Contract-J-LEAA-013-77
Note-28p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Delinquency, *Delinquent Rehabilitation, Delinquents, *Informal Assessment, Justice, *Measurement Techniques, Program Effectiveness, *Program Evaluation, *Youth Programs
Identifiers-*Assessment Protocol

This "how-to" manual is designed to assist those individuals (laypersons and helping professionals) who wish to ensure high quality services for youth by visiting courts, detention facilities, and group homes. A description of homework to be done in advance of a visit, steps to take while on-site, and what to do after a visit are described in detail. The main sections cover the following topics: (1) planning for monitoring be defining the scope of the effort, becoming familiar with the program, and preparing the visiting team; (2) conducting the monitoring by contacting the program and actually visiting it; and (3) using the monitoring data that has been collected. (Author)

Baar, Deborah E.

Interaction Patterns in Families of Normal and Aggressive Adolescent Males.

Pub Date-Sep 79
Note-29p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescents, *Aggression, Anti Social Behavior, Behavior Patterns, Family (Sociological Unit), *Family Relationship, Foreign Countries, *Interaction Process Analysis, *Males, *Parent Child Relationship, Research Projects, Siblings
Identifiers-*Canada

The interpersonal conditions which may maintain a child's aggression in the family were investigated by observing immediate, ongoing interactions in families of normal and aggressive adolescent sons. Normal-son families (N 6) and aggressive-son families (N 6) were videotaped engaging in a 50-minute discussion of questionnaire items designed to elicite conflict. Behaviors were coded with Leary's four category system of interpersonal behavior. Results indicated that in families with an aggressive son, all members, not just the target son, were more aggressive than normal family members. Unexpectedly, what best distinguished aggressive from normal sons was an indirect, passive style of aggression rather than a more overt style of aggression. What differentiated sequential patterns of interaction in these families was not the behavioral quality of antecedent and response events by parents and son, but rather which family members were most likely to interact together. (Author)

ED 179 895 CG 014 040

Romero, Patricia L.

Expanding Career Options: Non-Stereotyped Career Counsling.

California Univ., Irvine. Career Planning and Placement Center.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-12 Apr 79
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Choice, *Changing Attitudes, *Instructional Materials, Program Evaluation, Secondary Education, Secondary School Counselors, Secondary School Teachers, Sex Differences, *Sex Fairness, Sex Stereotypes, *Social Attitudes, *Vocational Counseling

Field testing of learning materials developed by the Counselors Expanding Career Options (CECO) Project, specifically The Whole Person Book, was conducted during the 1977-1978 school year in 72 secondary schools in Nebraska, Kansas, Iowa, and Colorado. The field test design established three comparison groups of secondary counselors and teachers. The first group (N 27) attended a workshop and used the materials with students; the second group (N 32) used the materials, but received no training; and the third group (N 27) was the control group. Several instruments were used to generate attitudes toward sex role differentiation. Results of the data analysis indicated: (1) the training group's knowledge of women's participation in the work force increased more than the other two groups; (2) females reported more positive attitudes than males toward women and work roles; and (3) no differences in attitudes as measured by the Attitudes Toward Sex Role Differentiation in Education (A/SRDE) were found between the pre- and post-testing times. (Author/HLM)

ED 179 896 CG 014 041

Chaitt, Kellie Stires, Lloyd

How Do I Know What My Attitude Is Until After I've Told You?

Pub Date-Apr 79

Note-8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (50th, Philadelphia, PA, April 18-21, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Changing Attitudes, College Students, Females, *Perception, *Post Testing, *Reactive Behavior, *Recall (Psychological), *Social Influences

The relationship between attitude change, recall of previous attitudes and dissonance between these two perceptions was investigated using 72 female undergraduates randomly assigned to one of three treatment groups. The first group, posttest first, completed a posttest after participation in a group discussion on construction of nuclear power plants, followed by a recall questionnaire of their earlier-held attitudes. The second group, recall first, took the posttest after completing the recall questionnaire. The third group was designated as the no-discussion control group. Evidence for posttest sensitization was obtained through an indirect measure of attitude change. Subjects who completed the posttest following a social influence attempt showed more distortion in recall of their pretest attitudes in the direction of their new attitudes than subjects who did not complete a posttest. Findings replicate the 1973 study by Goethals and Reckman and show that the effect is reduced when the posttest does not intervene between the discussion and the recall questionnaire. Although posttests may account for a large percentage of the change obtained in attitude change studies, results (of the present study) can not be generalizable to an unposttested population. (Author/CKJ)

ED 179 897 CG 014 042

Ruzek, Sheryl K.

Women and Health Care: A Bibliography With Selected Annotation.

Institute for Scientific Analysis, San Francisco, Calif.

Pub Date-Jul 76

Note-81p.

Available from-The Program on Women, Northwestern University, 619 Emerson Street, Evanston, IL 60201 ($3.00 plus $.50 postage)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cross Cultural Studies, *Females, *Health Services, Historical Reviews, *Medical Care Evaluation, Mental Health, *Primary Health Care, Sexuality, Social Problems, *Special Health Problems

This bibliography provides a comprehensive historical review of the literature on women and health care. The materials presented address the following areas of concern: (1) basic issues in health care for women; (2) special health concerns and needs of women; (3) sexuality and mental health; (4) women's projects designed to improve their health care; (5) the social context of women's health care, including consumerism and the medical and nursing professions; (6) socio-psychological aspects of illness behavior; and (7) cross-cultural studies, historical information, and nontraditional/alternative medicine. Additionally, a listing of microfilms, bibliographies, indexes, and periodicals is provided in the final section so that users can keep up with trends and issues in women's health care. (Author)

Baugher, Dan

Manpower Planning and Mandatory Retirement: Is the Older Worker Incompetent?

Pub Date-5 Sep 79

Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Ability, Employment Patterns, Employment Projections, *Futures (of Society), Labor Force, *Manpower Utilization, *Older Adults, Performance Factors, Psychological Characteristics, *Retirement, Trend Analysis, *Work Life Expectancy

Identifiers-*Aging

The general disposition and effects of prevailing manpower policies and programs for the elderly in the United States suggest that mandatory retirement will eventually be replaced by flexible retirement with no age limit. Inflationary trends may be possible causal factors which reduce post-retirement incomes, increase the age of the work force, and create public opposition to mandatory retirement. Research on the psychological/occupational capacities of older individuals, necessary because negative stereotypes regarding the abilities of older persons abound, suggests that the occupational capabilities of most workers should not be negatively affected by aging for many years past age 65. Specific personnel policies are needed to deal with an increased use of older workers, including career development programs and flexible work arrangements. Corporate planners should use any future movement to flexible retirement as a stimulus for increased utilization of important formal planning procedures. (Author)

Berman, Jeffrey S. And Others

The Role of Self-Perception in Behavioral Confirmation.

Pub Date-5 Sep 79
Note-24p.; Paper presented at the Annual Convention of the American Psychologocal Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Attitudes, *Behavior Patterns, *Expectation, *Interaction, Interpersonal Relationship, Males, *Perception, *Reactive Behavior, Research Projects, *Self Evaluation
Identifiers-*Self Fulfilling Prophecy

Previous research indicates that social beliefs can act in a self-fulfilling manner, affecting responses to individuals and thereby constraining these individuals to behave in ways that spuriously confirm attitudes about them. The possible role of self-perception, i.e., whether targets of such self-fulfilling prophecies not only alter their behavior but also make corresponding changes in their perceptions of themselves was examined. Pairs of males engaged in an interaction after one of the two participants had been given either a negative or a positive expectancy about the other. Observers listening to recordings of the interactions perceived differences in those participants who were targets of the expectancy manipulation. However, the targets failed to report similar differences about themselves. Targets who interacted with interviewers having a favorable expectancy about them actually behaved in a more positive fashion than did targets who interacted with interviewers holding the opposite, negative expectancy. (Author)

ED 179 900 CG 014 045

Ruzek, Sheryl Burt, Ed.
Women and Health Careers: A Guide for Career Exploration.
California Univ., San Francisco.
Spons Agency-Health Resources Administration (DHEW/PHS), Rockville, Md.
  Office of Health Resources Opportunity.
Pub Date- 79
Contract-230-76-0269
Note-211p.; Some tables will film marginally
Available from-The Program on Women, Northwestern University, 1902
  Sheridan Road, Evanston, IL 60201 ($7.50)
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Development, *Career Planning, College Majors, Degree Requirements, *Employment Opportunities, Females, Guides, *Health Occupations, *Health Occupations Education, Health Services, *Occupational Choice, *Paramedical Occupations, Postsecondary Education

Based on the two-year analysis of career development needs conducted by the Program for Women in Health Sciences, University of California, San Francisco and funded by the U.S. Office of Health Resources Opportunity, this guide provides step-by-step instructions for career planning and exploration for laypersons or helping professionals. Over 100 careers in the health sciences, health professions, paraprofessional health services, and public health fields are described along with educational requirements, cost of training, employment opportunities, career contingencies, and sources for further information. Strategies for selecting an appropriate training program, gaining admission, surviving training, and seeking employment are also included. (Author)

Berman, Jeffrey S.

Therapeutic Expectancies and Treatment Outcome: A Quantitative Review.

Pub Date-5 Sep 79
Note-16p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Correlation, *Counseling Effectiveness, *Counselor Evaluation, Counselors, *Expectation, *Helping Relationship, Interaction Process Analysis, Research Design, *Research Methodology, Research Reviews (Publications), Therapeutic Environment, *Therapists

All available research in which a therapeutic expectancy was directly assessed and than related to a measure of outcome was reviewed. The review revealed that across all studies both client and therapist expectancies appear related to improvement; however, in the better-designed research a differential pattern emerges in which client expectancy no longer demonstrates a systematic correlation, and therapist expectancy retains a reliable, if modest, relationship with the success of therapy. (Author)

ED 179 902 CG 014 047

Fleming, Elyse S. Hollinger, Constance L.

Realizing the Promise of Female Adolescents: A Diagnostic-Prescriptive Model (September 1, 1976-November 30, 1978). Final Report.

Case Western Reserve Univ., Cleveland, Ohio.

Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Grant and Procurement Management.

Pub Date-28 Feb 79

Grant-G007604971

Note-154p.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Adolescents, Career Choice, *Career Development, Career Education, Family Influence, *Females, High School Students, Intervention, *Occupational Choice, Program Evaluation, Secondary Education, *Sex Fairness, *Vocational Counseling

Identifiers-*Project CHOICE

Program goals of Project CHOICE were evaluated in terms of their ability to develop procedures to identify educational, family, and racial barriers to fulfillment of potential in sophomore girls, to design and use strategies for removing internalized and institutional barriers, and to be validated as effective intervention measures. Results of the program outcomes indicated that: (1) talent identification is feasible, particularly for large high schools, through use of the Talent Inventory and Rating Sheet; (2) in all socioeconomic sectors parents demonstrate a growing receptivity to career education; (3) social context is a powerful determinant of talent manifestation; (4) talented young women tend to be multiply talented; (5) critical differentiating features appear to lie in the value domain but not as a function of school control per se; and (6) individual and school differences seem to be far more prepotent for pinpointing career guidance needs than are family background factors per se. There is an underlying need of female adolescents, particularly among the affluent, to express their independence from their parents. Extensive data tables are appended. (Author/HLM)

ED 179 903 CG 014 048

Rosenberg, Morris McCullough, B. Claire
Mattering: Inferred Significance and Mental Health Among Adolescents.
Maryland Univ., College Park.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-27 Aug 79
Grant-MH27747
Note-44p.; Paper presented at the Annual Meeting of the American Sociological Association (Boston, Massachusetts, August 27, 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescents, *Beliefs, *Mental Health, Parent Attitudes, *Parent Child Relationship, Perception, *Relationship, *Self Esteem, Surveys

The beliefs of adolescents, specifically that they matter to their parents, was investigated using four large-scale samples of adolescents at different grade levels and located in different sections of the country, as well as a nationwide sample of tenth grade boys. Survey items captured diverse expressions of mattering, i.e., the feeling that one is an object of interest to parents, that one is important to parents, that one is an object of concern, that one's opinions count, and that one is wanted. Results indicated that: (1) parental mattering is related to global self-esteem and that this relationship is not attributable to the child's beliefs that the parents hold negative or positive attitudes about him/her; (2) feelings that one matters are associated with many dimensions of mental health; and (3) adolescents who were also juvenile delinquents tended to feel that they did not matter to their parents. (Author/HLM)

ED 179 904 CG 014 059

Weissert, W. G. And Others

Effects and Costs of Day Care and Homemaker Services for the Chronically Ill: A Randomized Experiment. Research Summary Series.

National Center for Health Services Research (DHEW/PHS), Hyattsville, Md.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of Research and Statistics.

Report No.-DHEW-PHS-79-3250

Pub Date-Aug 79

Note-43p.

Available from-National Center for Health Service Research, Publications and Information Branch, Room 7-44, 3700 East-West Highway, Hyattsville, MD 20782

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Day Care, Adult Programs, *Day Care Services, Health Needs, *Health Services, *Home Programs, *Medical Care Evaluation, *Older Adults, Research Projects, Special Health Problems

The effects of adult day care and homemaker services on a Medicare-eligible population were examined, and the impacts of those services on institutionalization and Medicare costs was assessed. Differences between experimental and control groups in health outcomes were also compared, and patients were identified for whom the new services might prove more effective. Day care is defined as a program of services provided under health leadership in an ambulatory care setting for adults who do not require 24-hour institutional care. Homemaker services consist of home management, personal care, supportive activities and health care management services. Subjects initially numbered 1,871 and were divided into three study groups: (1) day care patients and a control group, (2) homemaker patients and a control group, and (3) patients who received both services and a control group. Findings reported that day care patients had fewer days per year (four) in a skilled nursing facility as compared to their control group (nine). Those using homemaker services spent the same amount of time in a skilled nursing facility as did their control group (four each). Also, the proportion of patients in the combined services experimental group who died during the study year was significantly lower than that of the control group. (Author/BMW)

Towery, O. B. And Others

Quality Assurance for Alcohol, Drug Abuse, and Mental Health Services: An Annotated Bibliography.

National Inst. of Mental Health (DHEW), Rockville, Md.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-DHEW-ADM-79-796
Pub Date-79
Note-31p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Alcohol Education, *Community Services, *Drug Abuse, Evaluation Methods, Health Education, *Mental Health Clinics, *Program Development, *Quality Control, Resource Materials
Identifiers-*Professional Standards Review Organizations

This is a comprehensive bibliography for all those in the alcohol, drug abuse and mental health fields who are developing and implementing programs for assuring quality in the services they provide. A major problem is the newness of the language and the unfamilarity with procedures required by the government and others seeking accountability from services providers. Many entries concern the Professional Standards Review Organization (PSRO) Program and its background. Other entries cite experiences of model quality assurance programs, program evaluations, medical records and confidentiality. (Author/BMW)

Blew, Carol Holliday Rosenblum, Robert

The Community Arbitration Project, Anne Arundel County, Maryland.

Abt Associates, Inc. Cambridge, Mass.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Sep 79
Contract-J-LEAA-030-76
Note-92p.; Pictures may reproduce marginally
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 027-000-00845-3)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Arbitration, *Child Advocacy, *Community Programs, Community Resources, *Delinquents, Due Process, Justice, *Juvenile Courts, Legal Aid, Parents, Program Descriptions, Program Planning, Recidivism, *Youth Problems

This examines an exemplary project of community arbitration, a juvenile justice alternative. Essential elements of this project are described and include: (1) prompt case processing, (2) court-like setting, (3) involvement of victims, (4) assurance of due process, (5) use of community resources, and (6) constructive dispositions. Facets of CAP (Community Arbitration Project) discussed include development, organization and costs, operations, results, and summary of replication issues. This is a geographically specific project description; however, it could serve as a model or guide for communities nationwide, to be utilized by parents, youth, juvenile justice counselors and community members. (Author/BMW)

Mayer, Robert R.

Social Science and Institutional Change.

North Carolina Univ., Chapel Hill. Dept. of City and Regional Planning.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Mental Health Services Program.
Report No.-DHEW-ADM-78 627
Pub Date-79
Contract-278-76-0082(SM)
Note-208p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-024-00868-1)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Change Agents, Institutional Evaluation, *Institutional Research, *Policy Formation, *Public Policy, *Social Change, Social Science Research, *Social Sciences, State of the Art Reviews, Technical Reports

With the growth of the social sciences, there has been increasing interest in use of their products to shed light on, and solve, some of the pressing social problems of our society. This monograph, the first in a series of studies on social change, reports on an analysis of applications of social change theory and research to programs of institutional change. It includes a state-of-the-arts literature, review literature, both scientific and policy-oriented, and a study of important questions raised by this literature. Finally, it offers a proposal to bridge the gap between the social sciences and public policymaking. (Author/BMW)

ED 179 908 CG 014 063

Ray, Barbara H.

A Study to Determine the Counseling Needs of Women Enrolled at the University of West Florida After an Interruption in Their Formal Educational Training. Trends and Issues.

Pub Date-79

Note-50p.; Ed.D. Dissertation, Nova University, Florida

Pub Type- Dissertations/Theses (040) - Reports - Research (143)

EDRS Frice - MF01/PC02 Plus Postage.

Descriptors-Behavioral Science Research, Educational Attitudes, Evaluation, *Females, *Guidance Counseling, Higher Education, *Individual Needs, *Needs, *Nontraditional Students, Opinions, Questionnaires, Teaching Procedures, *Womens Education

Counseling needs of women enrolled at a university after an interruption in their formal educational training are explored. The target population was women who were at least 24 years old and who had not attended an educational institution for two years prior to enrolling in the university. A stratefied sample (N 20) was chosen from a computer search, and interviewed. These provided a basis for the needs assessment questionnaire mailed to the entire population (N 205). Perceived needs of the women interviewed changed little after enrolling and included: (1) acquisition of mental readiness to return to the university, (2) determination of intellectual capacity to achieve, (3) procurement of financial aid, (4) efficient time management, (5) career advancement, (6) overcoming test anxiety, (7) finding an identity, (8) procurement employability skills, (9) acceptance of more responsibility at work, and (10) completion of a degree. The greatest problems of returning women were the lack of employability skills training, their financial situation, and time management. Although this study is school-specific, it focuses on an issue of high concern, and includes a questionnaire which could be used as a basis for similar studies elsewhere. (Author/BMW)

ED 179 909 CG 014 064

Ritter, Gary C.

A Study of Military Dependent Educational Expectations and Experiences.

Pub Date-1 Nov 79
Note-58p.
Available from-Gary C. Ritter, 722 S. Sandusky Ave., Bucyrus, OH 44820 ($6.00, Xerox)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Dependents, *Educational Attitudes, Educational Experience, *Expectation, *Military Personnel, Occupational Aspiration, *Occupational Mobility, *Parents, Research Projects, Self Concept

The educational expectations of military parents with less than nine years military service time were compared to the actual experiences of military parents who have 17 years or more service time. Emphasis on the characteristic of occupational mobility and how it impacts on the parents' educational expectations. Two groups (N 68 for each group) were selected so that the stratified random sample technique could be utilized. Group I came from the United States Army Air Defense Advance Course, a majority of the officers being in their fifth year of military service. Group II came from the United States Army Sergeants Major Academy, a majority of the NCO's being in their 17th year of military service. The basic difference between the groups was inexperience versus experience in educational matters. The following areas were surveyed: school transfers, educational attainment, school discipline, educational facilities, lost school time, completion time, financial costs, and academic skill areas. Indications were that relatively new military parents do not understand or appreciate the effects that military life may have on their children's education. (Author)

ED 179 910 CG 014 065

Riley, Bernice

Miss Heroin.

Pub Date-77
Note-52p.
Pub Type- Creative Works (030)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Alcohol Education, Counselors, *Drama, *Drug Abuse, *Drug Education, Elementary Education, Junior High Schools, *Peer Influence, *Prevention, Social Attitudes, Youth Problems

This script, with music, lyrics and dialog, was written especially for youngsters to inform them of the potential dangers of various drugs. The author, who teaches in an elementary school in Harlem, New York, offers Miss Heroin as her answer to the expressed opinion that most drug and alcohol information available is either too simplified and boring or too complicated and dry. Miss Heroin is a musical play that youngsters can participate in, produce and present themselves, and, as such should be of interest to teachers, guidance personnel, youth group sponsors, and church groups. (Author/BMW)

ED 179 911 CG 014 074

Carlson, Eric W. Parks, Evalyn C.

Critical Issues in Adult Probation: Issues in Probation Management.

Ohio State Univ., Columbus.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Sep 79
Grant-J-LEAA-77-NI-99-0001
Note-503p.; For related documents see CG 014 075-76
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 027-000-00844-5)
Pub Type- Information Analyses (070)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-*Adults, *Correctional Rehabilitation, Criminals, Justice, Management Systems, *Paraprofessional Personnel, Parole Officers, *Probationary Period, *Program Effectiveness, Social Services, *Staff Role, Standards, State of the Art Reviews, Volunteers

These materials, gathered through an intensive review of computer searches in sociopsychological and criminal justice databases, library holdings at Ohio State University, publications from the National Criminal Justice Reference Service, and telephone/mail contacts with state and country probation systems, examine issues in probation management including techniques, administration, and program efficiency and effectiveness. Several major issues are identified including: (1) the role of probation officers; (2) placement of probation services; (3) casework and brokerage strategies for assessing client needs and linking available community resources; and (4) the use of volunteers and paraprofessionals. Other topics of concern addressed by this review reveal that probation officers spend a great deal of time with paperwork and that probation is cheaper that institutionalization. (Author/HLM)

ED 179 912 CG 014 075

Friday, Paul C.

Critical Issues in Adult Probation: International Assessment of Adult Probation.

Ohio State Univ., Columbus.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Sep 79
Grant-J-LEAA-77-NI-99-0001
Note-112p.; For related documents see CG 014 074-76
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 027-000-00847-5)
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adults, *Correctional Rehabilitation, Criminals, Cultural Differences, Foreign Countries, Justice, Literature Reviews, *Management Systems, *Probationary Period, *Program Effectiveness, *Staff Role, State of the Art Reviews, Trend Analysis

This review of 150 documents from various countries describes probation or suspended sentencing systems, their use and effectiveness, legal and historical contexts for probation, and variations in eligibility criteria. Issues addressed by these materials include the following: (1) the movement of probation services toward a more client-centered focus; (2) the parallels between probation approaches and social/economic development; (3) the variances in purpose and structure of probation services among foreign countries; and (4) the effectiveness of systems using deferred sentencing rather than, or in addition to, probation. (Author)

ED 179 913 CG 014 076

Allen, Harry E. And Others

Critical Issues in Adult Probation. Summary.

Ohio State Univ., Columbus.

Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date-Sep 79

Grant-J-LEAA-77-NI-99-0001

Note-299p.; For related documents see CG 014 074-75

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 027-000-00846-5)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Adults, *Caseworker Approach, Criminals, Foreign Countries, Justice, Literature Reviews, Management Systems, *Paraprofessional Personnel, *Probationary Period, Program Development, *Program Effectiveness, *Staff Role

This summary of the literature provides an overview on adult probation, with attention to the conceptual problems associated with often conflicting definitions of probation, the legal and statutory development of probation, its major objectives and tasks, and its effectiveness. Some of the critical areas addressed include: (1) the locus of probation administration; (2) the roles of probation officers; (3) caseload management techniques; (4) strategies for the provision of services; (5) the use of paraprofessionals and volunteers; (6) education and training for probation officers; (7) time studies in probation management, information systems, cost analyses; (8) and model standards. Also examined are issues in the production and impact on pre-sentence investigation reports, issues in the provision of probation treatment, innovations in probation structure and programming, trends in international probation applicable to the U.S., and the state of research, particularly its strengths and deficiencies. Reference source notes are provided for individual chapters. A bibliography is also included. (Author)

ED 179 914 CS 005 097

Gil, Doron And Others

Clinical Problem Solving in Reading: Theory and Research. Research Series No. 45.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-76-0073
Note-42p.
Available from-The Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824 ($3.30)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies, *Clinical Diagnosis, Decision Making Skills, Elementary Secondary Education, Interaction, *Interaction Process Analysis, Learning Disabilities, Observation, Reading Clinics, *Reading Consultants, *Reading Diagnosis, Reading Difficulty, Reading Instruction, *Reading Research, *Remedial Reading, Simulation, Teacher Education
Identifiers-Reading Teachers

This report provides an overview of the research being conducted by the Clinical Studies Group of the Institute for Research on Teaching, whose research is designed to improve the instruction, evaluation, and performance of preservice and inservice reading diagnosticians. The first section of the report describes the use of an inquiry theory of clinical problem solving that analyzes the clinical encounter or the clinical interaction. The second section describes observational studies, including a 1977 study of eight reading specialists using simulated case studies, a reading and learning disabilities study, a classroom teachers study, a diagnostic process and outcomes study, the development and use of a paper problem as an observational instrument, and a study of the relationship between diagnosis and remediation in reading. Other sections describe a study of computer simulation of clinician process and a study of the application of an instructional corollary to teacher training. (MKM)

ED 179 915 CS 005 104

Pinette, Clayton, Ed. Smith, Kent Ed.
International Reading Association, Newark, Del.
Pub Date-Nov 79
Note-41p.; Published by the Special Interest Group for Two-Year Colleges of IRA
Journal Cit-Forum for Reading; v11 n1 Nov 1979
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Programs, College Students, Higher Education, *Program Evaluation, *Reading Comprehension, *Reading Consultants, *Reading Programs, Reading Skills, Reading Tests, Standardized Tests, *Teaching Techniques, *Test Wiseness

Issued twice yearly, this journal focuses on materials of interest to teachers of reading at the college level. The five articles in this issue deal with the following topics: basic skills instruction, judging the success of college reading programs, the effect of copying or paraphrasing structurally-cued topic sentences on passage comprehension, the emergent role of reading specialists as consultants to college faculties, and how the directions on standardized tests may preclude the application of test-wiseness strategies. (FL)

ED 179 916 CS 005 136

Kline, Charles R., Jr.

An Hermeneutical Conceptualization of Reading.

Pub Date-Apr 79

Note-18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, MN, April 5-7, 1979); Some figures may not reproduce well

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Theories, Information Theory, *Models, Reading Comprehension, *Reading Development, *Reading Processes, Research Design, Research Methodology

Identifiers-*Hermeneutics

This paper is part of a larger work developed over a period of three years on the interrelationship of theories of composing and interpreting. Following an introduction, the second and major part of the paper summarizes the four classifications of theoretical models of reading: information processing models, hypothesis testing models, developmental models, and schema models. The third part of the paper describes the isomorphic and ergodic principals in hermeneutics and displays a new configurational heuristic in the form of a 90-cell matrix that produces 2520 possibilities. (AEA)

ED 179 917 CS 005 141

Moe, Alden J. And Others

The Literacy Requirements of a Licensed Practical Nurse on the Job and in a Vocational Training Program.

Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis.; Office of Education (DHEW), Washington, D.C.

Pub Date-Nov 79

Note-68p.; For related document, see CS 005 142

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Basic Education, *Adult Education Programs, *Adult Vocational Education, Basic Skills, Communication Skills, *Job Skills, *Literacy, Nurses, Nursing, *Practical Nursing, Reading Skills, Vocabulary

As part of a project that identified the specific literacy skills required in ten occupations, this report provides two levels of instructional information about licensed practical nurses (LPNs). Factual data are presented in Parts I and II for use in decision making by program developers, administrators, teachers, and counselors. These sections note the specific literacy requirements (reading, writing, listening, speaking, and mathematics) that were identified at three job sites and three vocational training programs. Part III presents instructional methods/materials that adult basic education teachers can use to develop literacy skills while imparting job related knowledge. The lesson format is based on a directed reading activity and includes vocabulary and concept development, sentence and organizational structure, silent reading, and skill development. Appendixes list the technical vocabulary that LPNs and LPN trainees need to know, the 100 words that represent 45% of the language sampled for the entire project, and occupational literacy requirements for the ten occupations that were studied. (RL)

ED 179 918 CS 005 142

Moe, Alden J. And Others

The Literacy Requirements of a Heating and Air Conditioning Mechanic on the Job and In a Vocational Training Program.

Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis.; Office of Education (DHEW), Washington, D.C.

Pub Date-Nov 79

Note-61p.; For related document, see CS 005 141

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Basic Education, *Adult Education Programs, *Adult Vocational Education, Air Conditioning Equipment, Basic Skills, Communication Skills, Heating, *Job Skills, *Literacy, *Machine Repairmen, Reading Skills, Vocabulary

As part of a project that identified the specific literacy skills required in ten occupations, this report provides two levels of instructional information about heating/air conditioning mechanics. Factual data are presented in Parts I and II for use in decision making by program developers, administrators, teachers, and counselors. These sections note the specific literacy requirements (reading, writing, listening, speaking, and mathematics) that were identified at three job sites and three vocational training programs. Part III presents instructional methods/materials that adult basic education teachers can use to develop literacy skills while imparting job related knowledge. The lesson format is based on a directed reading activity and includes vocabulary and concept development, sentence and organizational structure, silent reading, and skill development. Appendixes list the technical vocabulary that heating/air conditioning mechanics need to know, the 100 words that represent 45% of the language sampled for the entire project, and occupational literacy requirements for the ten occupations that were studied. (RL)

ED 179 919 CS 005 143

Moe, Alden J.

Analyzing Text with Computers: The State of the Technology.

Pub Date-79

Note-13p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Computer Programs, *Computers, *Discourse Analysis, Evaluation Methods, Literature Reviews, *Readability, Reading Materials, Reading Research, Structural Analysis, Syntax, *Vocabulary, Word Frequency

A review of the literature and an examination of the state of the technology is presented in this discussion of text analysis with computers. The computer capabilities of several available text analysis programs are reviewed, including those that examine vocabulary, word strings, sentence and syntactic complexity, and readability. (AEA)

ED 179 920 CS 005 144

Sawyer, Diane J., Ed.

Disabled Readers: Insight, Assessment, Instruction.

International Reading Association, Newark, Del.

Pub Date-80

Note-129p.

Available from-International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711 (Order No. 490, $3.50 member, $5.00 non-member)

Pub Type- Collected Works - General (020) - Guides - Classroom - Teacher (052) - Books (010)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Elementary Secondary Education, Evaluation Methods, Inservice Education, *Learning Disabilities, Reading Comprehension, *Reading Diagnosis, *Reading Difficulty, Reading Instruction, Reading Research, Remedial Programs, *Remedial Reading, Teaching Techniques

Focusing on helping teachers to understand and help children who have reading disabilities, the 13 papers in this volume were prepared by practitioners at various levels from public school, community, and university settings. The papers included in part one offer insights into the concomitant aspects of reading difficulties. Specific topics discussed are perceptual bases for reading difficulties, the disabled adolescent reader, reading disability and family dynamics, and dyslexia. The papers in part two deal with aspects of assessment and planning for instruction. Topics covered are kindergarten diagnosis and training, reading diagnosis in the classroom, informal assessment of comprehension, adaptive assessment for nonacademic secondary reading, and psychoeducational diagnosis as inservice education. The papers in section three offer suggestions for instructional practices. Specific topics covered are practical suggestions for remedial teachers, sentence combining practice as an aid to reading comprehension, myopia, and teaching reading to the hearing impaired child. (FL)

ED 179 921 CS 005 145

Johnson, Laura S., Ed.
Reading and the Adult Learner.
International Reading Association, Newark, Del.
Pub Date-80
Note-85p.
Available from-International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19711 (Order No. 606, $2.50 member, $4.00 non-member)
Pub Type- Books (010) - Collected Works - General (020) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adult Education, *Adult Learning, Aurally Handicapped, College Students, Functional Reading, Higher Education, Junior Colleges, Legal Education, *Reading Instruction, *Reading Programs, Senior Citizens, *Speed Reading, *Study Skills, Teaching Methods, Television

This monograph consists of selected International Reading Association convention and journal articles that describe reading programs for adult learners in the United States. The focus of the articles is on continuing adult education and developing advanced reading skills rather than on remedial or basic skills. Topics of selections include international lifelong learning; andragogy, or understanding the adult as a learner; reading and senior citizens; a reading and study skills course for law students; reading programs for employees; reading programs in jail; functional reading instruction based on the APL (Adult Performance Level) approach; commercial television and adult reading; a computer assisted literacy development program; the development of independent learners in the community college; the integration of reading skills with content in a two-year college; speed reading; and hearing impaired students in the college classroom. (MKM)

ED 179 922   CS 005 146

Couvert, Roger
The Evaluation of Literacy Programmes: A Practical Guide.
Pub Date-79
Note-168p.
Available from-Unipub, Box 433, Murray Hill Station, New York, NY 10016 ($9.00 paper)
Pub Type- Guides - Non-Classroom (055) - Books (010)
Document Not Available from EDRS.
Descriptors-*Adult Basic Education, Evaluation Criteria, *Evaluation Methods, Functional Illiteracy, Literacy, *Literacy Education, *Program Evaluation, Reading Research, *Research Methodology, Research Needs, Research Projects, *Research Skills

Intended as a source of information on matters related to the evaluation of literacy projects, this guide is designed to help evaluators keep a proper perspective on their work by proposing a wide range of options and suggesting directions for evaluations. The first

two chapters of the guide deal with the general principles of evaluation and the available techniques and instruments. Chapter three deals with preliminary studies, projects that are not yet operational, and projects where the organizers wish to make ample preparation for evaluation. The next five chapters consider the major categories of information that are covered by an evaluation of a literacy project, including quantitative and qualitative results, the impact of logistical components, program content, and predicted changes. The final chapter outlines a system of global evaluation. An appendix contains eight model documents, a selected bibliography, and an index. (RL)

ED 179 923 CS 005 147

Gorman, Thomas P., Ed.

Language and Literacy: Current Issues and Research.

International Inst. for Adult Literacy Methods, Teheran (Iran).

Pub Date-77

Note-295p.

Pub Type- Collected Works - General (020) - Information Analyses (070)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Adult Literacy, Developed Nations, Developing Nations, Foreign Countries, Functional Illiteracy, Language Development, Language Research, *Language Usage, *Linguistics, *Literacy, Literacy Education, Reading Skills, Teaching Techniques

Comprising a study of the application of linguistics to literacy, the 16 papers in this book were prepared by contributors from both developing and developed nations. The papers in the first section illustrate the relevance of certain developments in theoretical and applied linguistics, sociolinguistics, and psycholinguistics to literacy teaching. Specific topics discussed include the linguistics dimension for adults learning to read, problems of literacy in diglossic communities, the making of alphabets, techniques for functional literacy in indigenous languages and the national language, discourse analysis and literacy, and literacy and language development. In the papers in the second section of the book, certain of the issues developed theoretically in the first section are exemplified in relation to the literacy situation in different areas of the world. In addition, these papers give more details about literacy policies in those areas. Specific topics discussed are the development of literacy in the Soviet Union, literacy in Ibero-America and the Caribbean, problems of literacy in Sub-Saharan Africa, illiteracy in Tunisia, aspects of literacy teaching in the People's Republic of China, adult illiteracy in the United States, and teaching reading to illiterate adults in Thailand. A final section provides an overview of the subject and a selected bibliography. (FL)

ED 179 924 CS 005 148

Arnold, Richard D. Westphal, R. C., Jr.

Reading Skills of Good, Average and Poor Readers in Three Ethnic Groups.

Pub Date-Nov 79
Note-20p.; Paper presented at the Annual Meeting of the Pacific Reading Research Symposium (2nd, Tucson, AZ, November 2, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cultural Factors, Elementary Education, *Ethnic Groups, *Ethnicity, *Reading Ability, *Reading Achievement, *Reading Research, *Reading Skills, Reading Tests

Stanford Diagnostic Reading Tests and The Wide Range Achievement Tests were administered to 307 second, fourth, and sixth grade students to study the reading subskills of blacks, Latinos, and Asians/whites. An analysis of variance tested main effects of ethnicity, reading levels (good, average, and poor), and interaction effects. Main effects of ethnicity were not significant in 25 of 29 hypotheses. Main effects of reading levels were significant in 27 of the 29 hypotheses. No interactions were significant. When students of differing ethnicity were compared within reading levels, ethnic differences were not significant; but there were clear and consistent differences among reading levels despite ethnicity. The data suggest that blacks, Latinos, whites, and Asians read alike; there are no ethnic related differences in reading skills. (Author/RL)

ED 179 925 CS 005 149

Diamond, Stuart, Ed.

Proceedings of the International Literacy Day Conference (Washington, D.C., September 8, 1978).

National Endowment for the Humanities (NFAH), Washington, D.C
Pub Date-8 Sep 78
Note-68p.
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Literacy, Elementary Secondary Education, *Foreign Countries, Functional Illiteracy, *Functional Reading, *Illiterate Adults, *Literacy

This report contains the proceedings of the International Literacy Day Conference held in Washington, D.C., on September 8, 1978. It contains a program of conference events, an executive summary, a message from the vice president of the United States, and the text of the proceedings. The proceedings include introductory remarks by Edwin Newman; a keynote address by Commissioner of Education Ernest G. Boyer; the presentation of awards to Welthy Honsinger Fisher, founder of Literacy House, India, and to Joan Ganz Cooney, president of the Children's Television Workshop; and remarks made by members of panels on national and international literacy. Some of the ten participants on the panels were Reverend Jesse Jackson, president of Operation PUSH; Mrs. Robert McNamara, chair of Reading is Fundamental; Dorothy Strickland, president of the International Reading Association; and Aklilu Habte, director of the education department, The World Bank. (MKM)

ED 179 926 CS 005 150

Bannerman, James W.

The Effect of Mode of Instruction on Learning in a Video Tape Speed Reading System.

Pub Date-77
Note-26p.; Study prepared at Southern Technical Institute
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Higher Education, Reading Instruction, *Reading Research, *Speed Reading, *Time Factors (Learning), *Video Cassette Systems

The purpose of this study was to either confirm or refute the claim of the producer of the Time-Life Video Tape Speed Reading system that improved speed would be independent of the time interval between the eight individual taped lessons. The English department at the Southern Technical Institute (Georgia) offered a speed reading course in three different modes with different intervals between lessons. Data were gathered on precourse and postcourse reading speed. The analysis of variance indicated no statistical justification for rejecting the null hypothesis, and the producer's claim was substantiated. (MKM)

ED 179 927 CS 005 151

Stalker, John C., Comp.

Energy Conservation in Tradebook Selection: A Bibliographic Approach to Children's Literature.

Pub Date-Jun 79

Note-13p.; Bibliography prepared for a workshop at the Atlanta Public School System's Center for Reading Services

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bibliographies, *Booklists, *Childrens Books, *Childrens Literature, Elementary Education, Evaluation Criteria, Information Sources, Literature Appreciation, Reading Materials, *Reading Material Selection, *Resource Guides

The items selected for this bibliography are designed to help teachers discover and evaluate the well-written children's books that are available. The listing includes general guides to the field of children's literature, the basic tools for finding available trade books, journals where books are reviewed, annual lists of recommended books, booklists both of general scope and on specific topics (minorities, history, the sciences, feminism), indexes to composite works, books about authors and illustrators, books about children's literature as a field of study, and books about working with children. The individual entries provide title, author, publication data, and current price information. (RL)

ED 179 928 CS 005 152

Thompson, Richard A.

Teachers' Perceptions of How Reading Consultants Can Be of Best Use.

Pub Date-Oct 79

Note-18p.; Paper presented at the Florida State Reading Conference (Daytona Beach, FL, October 18, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, *Reading Consultants, *Reading Instruction, *Reading Research, *Resource Staff Role, *Surveys, *Teacher Attitudes

A survey of 767 teachers from five major regions of the country solicited teachers' views and perceptions concerning the roles and responsibilities of reading consultants. It was found that 85% or more of the respondents thought that the prime functions of reading consultants are to diagnose students' reading problems, interpret test results, provide for poor readers, be available to teachers for conferences and direct assistance, assist in making provision for advanced readers, make suggestions for improvement of teachers' procedures, and assist teachers in individualizing instruction. Other important functions as agreed to by 50% or more of the respondents were assisting teachers with testing, helping pupils develop favorable attitudes toward reading, making demonstration lessons, providing on the job help with teaching reading skills, assisting in developing reading centers, and being available to teachers for parent conferences. Other responses receiving 50% or more agreement related to inservice training and facilitative assistance provided by the consultant to the classroom teacher. (TJ)

Farren, Sean Johnston, Mary
Teaching Remedial Reading What Preparation is Required?
Pub Date-Sep 79
Note-25p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (4th, Dublin, Ireland, September 13-15, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Foreign Countries, Reading Consultants, Reading Diagnosis, *Reading Research, *Remedial Reading Programs, Secondary Education, Surveys, *Teacher Background, Teacher Behavior, *Teacher Education, *Teaching Skills, Teaching Techniques
Identifiers-Northern Ireland, *Reading Teachers

A survey was conducted of 42 secondary schools in the North-Eastern Education Board area of Northern Ireland concerning remedial reading practices and procedures adopted by remedial reading teachers. The survey consisted of 50 questions divided into seven parts: general background information on the schools; number of pupils receiving remedial assistance; organization of remedial assistance; teaching staff involved qualifications, experience, and status; assessment of pupils with reading difficulties; approaches to remedial instruction; and evaluation of remedial programs. The survey was followed by structured interviews with the principal remedial teachers in ten of these schools to obtain elaboration on a number of the responses to the questionnaire. Results revealed that virtually no differences existed in most of the practices and procedures adopted by teachers, specially qualified or not, in the remedial departments of these schools. The survey also revealed a strong plea from the teachers for special training courses, coupled with a strong criticism of existing courses, both preservice and inservice. (MKM)

ED 179 930 CS 005 154

Gastright, Joseph F.

Summer Loss in Reading Achievement: A Comparison of Fall to Spring Reading Achievement Gains with Fall to Fall Reading Achievement Gains.

Pub Date-Sep 79
Note-37p.; Paper presented at the Annual Meeting of the Evaluation Network (Cincinnati, OH, September 24-29, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Compensatory Education Programs, Elementary Education, Longitudinal Studies, *Program Effectiveness, *Reading Achievement, *Reading Improvement, *Retention, *Time Factors (Learning)
Identifiers-*Elementary Secondary Education Act Title I, *Summer Vacations

The patterns of reading achievement growth for Title I children in Cincinnati, Ohio, schools were examined to see whether gains in reading achievement by these children were lost over the summer months. The subjects were 295 children who remained in the program from second to fourth grade, and 175 children who remained in the program from third to fifth grade. Reading achievement loss was measured in absolute terms (lower scores in fall than in spring) and in relative terms (smaller than expected gains between spring and fall). Loss in absolute reading achievement occurred in only one of four summer periods; and this absolute loss was related to changes in the achievement test levels administered during the spring and fall. When compared to national norms, relative losses in reading achievement were found in three of the four summer periods. During the two-year period, a significantly higher growth in reading achievement occurred for the Title I children than for other Cincinnati elementary school children. The summer gains and losses in relative achievement were not predictable from year to year for individual children. (Author/RL)

ED 179 931 CS 005 155

Geissal, Mary Ann Knafle, June D.

Why Phonics Is So Difficult for Children (and Teachers): A Linguistic View.

Pub Date-Oct 79

Note-16p.; Paper presented at the Annual Meeting of the Great Lakes Regional Reading Conference of the International Reading Association (4th, Detroit, MI, October 18-20, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Reading, *Decoding (Reading), *Dialects, Elementary Education, Linguistics, *Phoneme Grapheme Correspondence, *Phonics

The irregularity of English spelling rules, dialect differences, and an inability to identify sound segments within a single syllable are three important reasons teachers and students have difficulty teaching and learning reading using phonics. Within the same language, phonics rules may need to be adapted to fit the dialect of the student or of the teacher. Also, most sequences of sounds are not distinct sounds but are blends and sounds affected by their neighboring sounds. This is as true of consonant-vowel or vowel-consonant sequences as it is of consonant-consonant sequences. Although an adult native speaker of a language may be conscious of utterances as strings of discrete segments of sound, the phonetic reality is a continuous stream of sound in which it is not often possible to find breaks or dividing lines between one sound and another. Programs that teach decoding rules in terms of whole syllables avoid the problems children may have in consciously analyzing syllables into abstract segments. (TJ)

ED 179 932 CS 005 156

Day, H. D. Day, Kaaren C.

The Reliability and Validity of the Concepts About Print and Record of Oral Language.

Pub Date- 78
Note-42p.; Study prepared at Texas Woman's University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Grade 1, Kindergarten, Primary Education, *Reading Diagnosis, *Reading Readiness, *Reading Readiness Tests, *Reading Research, *Test Reliability, *Test Validity

The Concepts about Print (Sand) and Record of Oral Language (ROL) tests were administered three times to 29 male and 27 female kindergarten children as part of a study to determine the reliability and concurrent validity of the tests. The Sand and Metropolitan Readiness Test (MRT) were administered to the returning participants (27 males and 24 females) at the beginning of their first grade year. Intercorrelations of the Sand, ROL, and MRT subtests and composite scores were high, even when the Sand and ROL preceded the MRT by one year. Canonical correlations, using the concurrent Sand and ROL as one variable set and the MRT subtests as the second variable set, were as high as .87. Multiple and partial correlational analyses suggested that the Sand test and the MRT subtests for sound-letter correspondence, visual matching, and finding patterns measured similar abilities. The ROL and the MRT subtests for beginning consonants, school language, and listening also had considerable common variance. These findings reflect not only the reliability of the Sand and ROL but also their concurrent validity. The results support the use of the Sand and ROL tests in the early diagnosis and monitoring of language problems that may produce later reading difficulties. (Author/RL)

ED 179 933 CS 005 157

Armstead, Major, Jr.

Redefining the Repertoire of Reluctant Readers at the Secondary School Level.

Pub Date-Nov 79

Note-8p.; Paper presented at the Annual Day of Reading Conference of the Secondary Reading League Council of IRA (10th, Oakbrook, IL, November 1979)

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Inservice Programs, *Inservice Teacher Education, *Reading Development, *Reading Diagnosis, *Reading Instruction, Reading Skills, *Remedial Reading Programs, Secondary Education, Tape Recordings, Teaching Methods

An inservice program designed to assist teachers to develop instructional strategies for high school students with poor cognitive skills is described in this paper. The discussion focuses on the employment of a "prima-facie analysis technique" designed to give the teacher and student immediate feedback about the student's reading behavior, to indicate the nature of the reading problems, and to indicate probable ways to correct any deficiencies. Seven phases of the prima facie analysis are described: an awareness phase in which teachers meet in small groups to discuss reading problems, a knowledge phase in which teachers tape record the reading behavior of several students, a skill development phase in which two or three teachers together listen to the tapes and devise effective strategies to help the students, a teacher/student conference phase in which the teacher plays the tapes and suggests corrective measures, an instruction phase in which the teacher covers the agreed-upon skills, an evaluation phase in which the students' reading is retaped and any improvement noted, and a last phase in which the second tapes are reviewed with the students. (AEA)

ED 179 934 CS 005 158

Wiesendanger, Katherine D. And Others

A Summary of Studies Related to the Effect of Question Placement on Reading Comprehension.

Pub Date- 78
Note-14p.
Pub Type- Information Analyses (070) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advance Organizers, Critical Reading, *Performance Factors, *Questioning Techniques, Reading Achievement, *Reading Comprehension, Reading Instruction, *Reading Research, Reading Skills

Of 21 studies on the effect that question placement had on reading comprehension, ten favored and eleven opposed the use of prequestions. A review of these studies suggests that the issue is not whether prequestions or postquestions produce greater gains in reading comprehension. What remains to be examined is the change in reading comprehension that occurs with the interaction between question placement and such variables as sex, intelligence, and socioeconomic background. (RL)

Reading Improvement Project; Pre-Elementary Students.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date-79
Note-7p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Language Development, Listening Skills, *Parent Child Relationship, *Parent Participation, Parent Teacher Cooperation, *Parent Workshops, *Preschool Education, Program Descriptions, Program Evaluation, Reading Achievement, Reading Improvement, *Reading Programs, *Reading Readiness, Teacher Aides

This paper contains a description and evaluation of a project designed to assist teachers, aides, and parents in the preparation of preelementary children for structured elementary school reading programs. Activities involving 22 teachers and aides and 71 parents from seven schools or child care sites are described. A section on achievement data notes that little difference was found between experimental and control group subjects, while the section on attainment of objectives indicates that there was high parental involvement in learning activities with their children as a result of training workshops. (MKM)

ED 179 936 CS 005 160

Newman, Harold

Some Thoughts on Goodman's Views on Word Perception.

Pub Date-Nov 79
Note-24p.; Paper presented at the Annual Meeting of the College Reading Association (23rd, Boston, MA, November 1-3, 1979)
Pub Type- Information Analyses (070) -- Reports - Evaluative (142) -- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Reading, Educational Theories, Instructional Design, Phonics, *Psycholinguistics, *Reading Comprehension, *Reading Instruction, *Reading Processes, Reading Research, Teaching Methods, *Word Recognition
Identifiers-Goodman (Kenneth)

In discussing word recognition, Kenneth Goodman argues that preoccupation with words, leters, and sounds cuts off children from the meaning-seeking function of reading; that oral and written language are parallel modes of obtaining meaning from language; and that reading is a selective rather than a precise process of word perception. A review of his arguments in these areas suggests that Goodman has not addressed the importance of word perception, its link to the ability to read in thought units, the role of phonics as a tool for comprehension, and the major differences between oral and written language. What are urgently needed are longitudinal studies of how youngsters varying in background and conceptual development learn in a setting that reflects Goodman's views. (RL)

ED 179 937 CS 005 162

Murphy, Ann G. Haugerud, Al

The Use of the Right to Read Model for Instructional Improvement: A Synthesis of Learnings from Project Papers and Symposia.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date-Jun 79

Contract-400-76-0092

Note-11p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *Instructional Improvement, Models, *Program Evaluation, *Reading Improvement, *Reading Instruction, *Reading Programs, School Surveys

Identifiers-Linking Agents, Northwest Reading Consortium, *Research and Development Utilization Program, *Right to Read

Thirty-six schools were involved in a three-year-long investigation of the utility of the Right to Read model for assessing and planning needed improvements in school reading programs. Among the findings were the following: (1) The Right to Read model was not useful for addressing all of the improvement-related problems faced by the schools. In particular, it seemed too cumbersome for the straightforward program changes some schools needed to make and too limited for addressing complex problems with political and fiscal sources. (2) The model had to be altered or adapted in order to use it in several schools. The most frequent adaptations included tailoring the model for use in secondary schools, supplementing it with the use of additional tools and strategies for diagnosing problem areas, and incorporating activities to help school staffs clarify their values and assumptions about program improvements. (3) The model was helpful in aiding schools in considering questions about where they were, where they wanted to be, and how they should get there. (Appendixes contain checkpoints for the evaluation project and a chart comparing the model's implicit assumptions about program change with the "real world" constraints that the project encountered.) (Author/FL)

ED 179 938 CS 005 163

Jordan, Alice W.

An Analysis of Program Selection Using the Right to Read Group Problem Solving Process.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date-1 Aug 79

Contract-400-76-0092

Note-15p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *Evaluation Methods, *Program Evaluation, Program Improvement, *Reading Programs, Reading Research

Identifiers-Linking Agents, Northwest Reading Consortium, *Research and Development Utilization Program, *Right to Read

The extent to which 36 schools participating in the Northwest Reading Consortium adhered to the use of the Right to Read assessment and planning procedure as a means of identifying and implementing needed improvements in their reading programs is analyzed in this report. The report concludes that there was a high correlation between use of the Right to Read procedure and selection and implementation of reading improvement programs in schools where the procedure was faithfully applied, where the principal took an active leadership role in the task force meetings, where the building-based task force had the support of the district administration, and where conditions for change and improvement were generally positive. (FL)

ED 179 939 CS 005 164

Waugh, Ruth And Others
How To Select Elementary Reading Programs.
Washington Office of the State Superintendent of Public Instruction, Olympia.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
Pub Date-11 Jan 79
Contract-400-76-0092
Note-40p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Class Organization, Committees, Data Collection, Educational Needs, Educational Objectives, Elementary Education, Parental Background, Reading Materials, *Reading Material Selection, Resource Staff Role, *Textbook Selection
Identifiers-Linking Agents, Northwest Reading Consortium, *Research and Development Utilization Program

Designed to simplify the task of selecting the right reading materials for students, this guide provides a method for structuring the work of textbook selection committees. It guides committees through a six-step process involving answering the following increasingly specific questions: what is the socioeconomic background of the students? What do the students need to be taught? Who are the resource people available, and how will they be used? Which books meet our general needs? Do the component parts of the program assist with classroom organization? Which books should we adopt? For each step of the process, the guide provides a rationale for taking the step, outlines procedures for obtaining the necessary information, and includes worksheets to be used in collecting and evaluating data. (GT)

ED 179 940 CS 005 166

Standal, Timothy C.

Junior-Senior High School Students and Reading: What Can Parents Do To Help?

Washington Office of the State Superintendent of Public Instruction, Olympia.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date-11 Jan 79

Contract-400-76-0092

Note-10p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Content Reading, Guides, Parent Influence, *Parent Participation, *Parent Role, *Reading Improvement, Reading Instruction, Reading Skills, Secondary Education, *Study Skills

Identifiers-Linking Agents, Northwest Reading Consortium, *Research and Development Utilization Program

Intended for parents of secondary school students with normal reading proficiency, this guide is also useful for teachers in helping such students to develop study skills. The guide provides suggestions parents can use to help their children become more successful readers and describes three types of reading: for specific information, for concentrated study, and for pleasure. It offers tips to determine which type of reading a specific task requires and outlines steps for successful skimming (for specific information) and study (which requires an understanding of the material). The importance of specific study skills and an appropriate study environment are also discussed. (FL)

ED 179 941 CS 005 167

Gagne, Robert M.

Diagnostic Test Requirements for Reading in the Elementary Grades. Revised Edition.

Florida State Dept. of Education, Tallahassee.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
Pub Date-Jun 78
Contract-400-76-0089
Note-48p.
Available from-Office of Dissemination/Diffusion, Florida Department of Education, Knott Building, Tallahassee, FL 32304 ($1.80)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Beginning Reading, *Behavioral Objectives, *Evaluation Criteria, Primary Education, Reading Ability, *Reading Comprehension, *Reading Diagnosis, Reading Processes, *Reading Skills
Identifiers-Linking Agents, *Research and Development Utilization Program

Analysis of the requirements for diagnostic testing of the early stages of reading competence shows that diagnostic testing needs to focus on decoding, word knowledge, and sentence processing. Reading diagnostic tests also need to assess ``entry'' skills for the assignment of pupils to instruction, and ``exit'' skills at each grade level. The 21 benchmark skills for reading diagnosis that have been identified include reading comprehension, which is conceived as being measured through cloze procedures. Arranging these skills by grade level exhibits their cumulative nature, showing how more complex skills are built from simpler ones. Diagnosis of reading skill deficiencies can be accomplished by assessing the enabling skills in sequence, beginning with the more comprehensive and proceeding to the simpler skills. (Author/RL)

ED 179 942 CS 005 168

Kniffin, J. Douglas And Others
Operational Consequences of Literacy Gap. Final Report.
Westinghouse Electric Corp., Hunt Valley, Md.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-79-22
Pub Date-Nov 79
Contract-F-33615-77-C-0048
Note-66p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Literacy, Military Personnel, Needs Assessment, *Readability, Reading Ability, *Reading Comprehension, *Reading Difficulty, Reading Improvement, *Reading Materials, *Reading Research, Time Factors (Learning)

United States Air Force personnel at two levels of reading ability (eighth and tenth grades) were the subjects in a study that measured the effects of three experimental variables on comprehension of two text passages developed from Air Force reading materials. The factors investigated were reading ability, "literacy gap" (the difference in the level of reading skill of the subject and the level of difficulty of the reading materials), and reading time (periods of 30, 40, and 60 minutes were used, with testing occurring after every 15 minutes of reading). All subjects read passages of approximately 5,000 words; however, each person read only one of the two passages. Comprehension was measured by means of a 52-item multiple choice test. The subjects were subsequently asked to compare two versions of the passage they had not read previously in terms of readability, clarity, interest, and information content. All three factors investigated were found to affect scores on the comprehension tests at the .05 level of significance. The effects, though significant, were small and the largest effect was due to subject matter rather than the variables of experimental interest. (EL)

ED 179 943 CS 005 169

Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1979 (Vol. 40 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-19p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, Doctoral Theses, Elementary Secondary Education, *Failure Factors, Memory, Reading Ability, *Reading Achievement, Reading Comprehension, *Reading Difficulty, Reading Processes, *Reading Research, *Reading Skills, Self Concept, *Success Factors

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. Among the topics covered in the 26 titles are the following: self concept and reading achievement; eye movement patterns and reading ability; psychological and neuropsychological measures of performance of children with variations in reading and arithmetic achievement; student morale factors and reading achievement; reflective and impulsive cognitive styles and reading achievement; interrelationships of principal's knowledge of reading, principal's leader behavior, teacher morale, and academic achievement; verbal labeling, cumulative rehearsal, and the short-term memory of normal and reading-delayed children; memory for sentences in gifted, average, and poor readers; first grade reading achievement and grouping, readiness, sex, and socioeconomic status; psychometric typologies of primary reading disability; representational competence and reading achievement; oral language structures and responses in children with reading difficulty; Piagetian cognitive development and reading and language achievement; auditory/visual and spatial/temporal integration; children's memory for prose; reading performance and awareness of comprehension of textbook passages; busing and reading achievement; the "Kinetic Family Drawing" and reading achievement; and ear dominance and reading vocabulary performance. (FL)

ED 179 944 CS 005 170

Hall, William S. Guthrie, Larry F.

Cultural and Situational Variation in Language Function and Use: Methods and Procedures for Research. Technical Report No. 148.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-Carnegie Corp. of New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Oct 79

Contract-400-76-0116

Note-49p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Black Youth, *Child Language, *Cultural Differences, Data Analysis, Data Collection, Early Childhood Education, Ethnography, Language Development, *Language Research, *Language Usage, Preschool Children, *Racial Differences, *Social Differences

Identifiers-*Center for the Study of Reading IL

A research project combining ethnographic and experimental methods is currently underway to assess whether minority groups use language in ways that put their children at a disadvantage in school. The project, which focuses on social, cognitive, and educational consequences of different patterns of language function and use, has involved collecting samples of the naturally occurring speech of 40 preschool children representing an equal number of black and white, lower and middle class children. The research was guided by questions about whether there are differences in the way black and white speakers structure portions of the lexicon and between vocabulary used in the home and in the school, whether phonology plays a greater role than grammar in producing teacher/student misunderstanding, the extent to which children rely on nonverbal as opposed to verbal cues, the extent to which they are likely

to adopt a hypothetical stance toward linguistic information, whether children adjust their speech to reflect the contextual needs of a situation, what children's metabehavioral activities are, whether there are situational differences in adults' language in structured situations, and what the proportion of different uses of questions is across different cultural groups. Analysis of the data might focus on lexical analysis, on analysis of mother/child interaction, or on investigation of constraints on conversation. (GT)

Tierney, Robert J. Mosenthal, James

Discourse Comprehension and Production: Analyzing Text Structure and Cohesion. Technical Report No. 152.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 80

Contract-400-76-0116

Note-84p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Cognitive Processes, *Discourse Analysis, Interaction, Psycholinguistics, Reading Comprehension, Reading Processes, *Reading Research, Research Methodology

Identifiers-*Center for the Study of Reading IL

This paper is intended to serve as an introduction to text analysis as a research tool and vehicle for improving instruction. In terms of perspective, two major theses are maintained throughout the paper: text analysis should be used within the context of understanding that a multiplicity of variables can influence reader/text interactions, and various text analysis models can be used as complements to each other. Six different means of examining text are presented: story grammars, event chain formulations, expository prose predicate structures, mapped patterns, propositional analysis, and cohesion. Each is described briefly and its utility in research and educational practice is explained. The paper concludes with a general discussion of the potential applications of text analysis. (FL)

ED 179 946 CS 005 172

Pichert, James W.

Sensitivity to What is Important in Prose. Technical Report No. 149.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Contract-400-76-0116
Note-64p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Children, *Cognitive Processes, Elementary Education, *Perspective Taking, Prose, *Reading Comprehension, *Reading Research, *Recall (Psychological)
Identifiers-*Center for the Study of Reading IL

Two studies assessed third, fifth, and seventh grade children's sensitivity to relative importance in prose. Children rated importance similarly to adults when assigned perspectives from which to read. The children's ratings were not necessarily idiosyncratic: they agreed more with each other than with adults rating the same material. Developmental changes in the ratings of three information categories appeared. Both encoding and retrieval processes influenced children's memory, but they used perspective-specific retrieval strategies only when told to do so. (Author/TJ)

ED 179 947 CS 005 173

Risko, Victoria J. Degler, Lois Sauer

Concept Development for Mainstreamed Sensory Impaired Children.

Pub Date- 78

Note-13p.

Pub Type- Information Analyses (070) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aurally Handicapped, *Concept Formation, Content Reading, Elementary Education, Handicapped Children, Learning Difficulties, *Mainstreaming, Reading Comprehension, Reading Difficulty, Reading Improvement, *Reading Instruction, *Reading Processes, Teaching Methods, *Visually Handicapped

Noting that sensory impaired children often have poorly developed or ungeneralized concept development that impedes their ability to comprehend stories or content texts, this paper presents a brief description of the learning problems of these children as they relate to the reading process. It then presents implications for teaching reading and a model of concept development. Designed for teachers who feel unprepared for mainstreamed children, the suggested activities offer a common sense'' approach to adapting the curriculum and materials for the sensory impaired child. (Author/FL)

ED 179 948 CS 005 174

Sainz, Jo-Ann Biggins, Catherine
Literacy: A Tool for Assisting the Hispanic Inmate.
Pub Date-28 Sep 79
Note-22p.; Report prepared at Fordham University
Pub Type- Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bilingual Education, *Correctional Education, Delinquents, English (Second Language), *Failure Factors, *Literacy, *Prisoners, *Reading Instruction, Reading Skills, School Role, *Spanish Speaking, Vocabulary Development

Excerpts from transcribed tape recordings of conversations between two reading specialists and 23 Hispanic inmates at a New Jersey correctional institution reveal that many of these inmates believe that a lack of functional literacy was partly responsible for their present condition. Literacy, then, might be a valuable tool for preventing recidivism among these and similar inmates. Because traditional methods of reading instruction have not been successful with the student-inmate, a new approach is necessary. One such approach is Easy Steps to Reading Improvement (ESTRI), a method of teaching decoding skills and vocabulary development ESTRI teaches one systematic approach to word decoding and teaches no exceptions to the rules. It holds that word decoding is not a part of the reading process itself, since no one reads for the purpose of decoding words. ESTRI capitalizes on the listening abilities of learners and leads them to mastery of the decoding process, an essential adjunct to intelligent and independent reading. Through the use of this approach, inmates can develop the necessary reading skills for successfully meeting the demands placed upon them by society. (FL)

ED 179 949 CS 005 176

Waterman, David C., Comp. Gibbs, Vanita M., Comp.

Rhythm, Rhyme, and Reason; Proceedings of the Annual Reading Conference (9th, Terre Haute, Indiana, June 14, 1979).

Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date-Jan 80

Note-55p.

Pub Type- Collected Works - Proceedings (021) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Annotated Bibliographies, Composition (Literary), Creative Writing, *Creativity, Elementary Education, *Interpretive Reading, *Language Arts, *Listening Skills, *Poetry, *Reading Improvement, Teaching Methods

Identifiers-Neurological Impress Method

Part of a series on selected aspects of curriculum development, this monograph contains reading conference proceedings that include an opening address by author Marguerite Henry in which she shares personal experiences in her evolution as a writer and six papers on remedial reading and language arts. The first paper describes the neurological impress method of remedial reading instruction and provides two plans for using the method. The second paper contains an annotated list of books of poems for young children, while the third stresses the importance of encouraging creativity in the language arts classroom. The fourth paper defines oral interpretation and suggests ways of applying it to a reading program and the fifth is a poet's personal list of things to avoid in teaching poetry. The last paper is a statement on the importance of listening skills that suggests ways to emphasize these skills in a language arts classroom. (AEA)

ED 179 950 CS 005 177

Kincaid, J. Peter Curry, Thomas F., Jr.

Development and Evaluation of a Remedial Reading Workbook for Navy Training. Final Report.

Chief of Naval Education and Training, Orlando, Fla. Training Analysis and Evaluation Group.

Report No.-TAEG-R-79

Pub Date-Dec 79

Note-19p.; For related document, see CS 005 178 (Appendix A, Improving Your Navy Reading Skills Workbook)

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Armed Forces, Basic Skills, Military Personnel, Military Service, *Military Training, *Program Evaluation, Readability, Reading Achievement, *Reading Comprehension, *Reading Improvement, Reading Instruction, *Reading Skills, *Remedial Reading, *Remedial Reading Programs

In response to the assessed need for improving the basic academic skills of United States Navy personnel, a project was undertaken to develop a relevant remedial reading workbook for Navy recruit training commands (RTCs). The workbook was designed to augment existing commercial nonmilitary oriented remedial reading materials that were being used in Navy Academic Remedial Training (ART). The results of a two-month field test of the workbook at the Orlando, Florida, RTC/ART division were positive, indicating that it was a useful tool and that students were interested in and motivated by the Navy-related materials. (Author/RL)

ED 179 951 CS 005 178

Curry, Thomas F., Jr. Kincaid, J. Peter

Improving Your Navy Reading Skills.

Chief of Naval Education and Training, Orlando, Fla. Training Analysis and Evaluation Group.

Report No.-TAEG-R-79

Pub Date-May 79

Note-122p.; For related document, see CS 005 177

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Military Personnel, Military Service, *Military Training, Reading Comprehension, *Reading Improvement, *Reading Skills, *Remedial Reading, *Remedial Reading Programs, *Vocabulary Development, Workbooks

Designed to assist United States Navy recruits assigned to Academic Remedial Training, this workbook provides a supplementary collection of reading exercises relevant to the recruit training program. Topics covered in the workbook were selected for relevance to the recruit environment, and are intended to provide an introduction to the terms and special definitions that are commonly used in the Navy. Sections of the workbook discuss comprehension, word analysis skills, and vocabulary. A collection of exercises led by instructors and an instructor's supplement are appended. (RL)

ED 179 952 CS 005 183

Thompson, Eugene W. Smidchens, Uldis

Single Parenting and Reading Comprehension Achievement.

Pub Date-Apr 79

Note-15p.; Paper presented at the Annual Meeting of the International Reading Association (24th, Atlanta, GA, April 23-27, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, Family Environment, Family Income, *Family Influence, *Family Status, Grade 5, *One Parent Family, *Reading Achievement, *Reading Comprehension, *Reading Research

In a sample of more than 400 fifth grade students, the reading comprehension levels of children living with both parents and children living with only one parent were compared. Data were collected on the demographic variables of race, student sex, family organization (two parents/one parent), parent educational level, family occupational prestige, and family income. Two-way analyses of variance were used to ascertain variability attributable either to independent variables or to interaction effects. A trend was evident in which the two-parent, high-prestige cell produced higher reading comprehension. For the below median income level group one-parent family organization was associated with lower reading comprehension. The difference in reading comprehension between two-parent and one-parent family organization was greater for black students than for white students. Although students from two-parent families tended to have higher reading comprehension scores than students from one-parent families, there was an apparent lack of discrepancy between the family organization patterns in the higher ranges of the socioeconomic variables. Family organization seemed to have a greater impact on the students in lower ranges of the socioeconomic scales. (RL)

ED 179 953 CS 005 185

Pace, Ann Jaffe

Children's Awareness of Script-Inconsistent Story Information.

Pub Date-Sep 79

Note-14p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Development, Elementary Education, Elementary School Students, Expectation, *Language Processing, Language Research, *Listening Comprehension, *Reading Comprehension, Reading Research, *Recall (Psychological), *Story Reading

Sensitivity to story information that conflicted with expectations was examined in kindergarten, second, fourth, and sixth grade children. The children either read or listened to stories about familiar events. One story was consistent with children's ``scripts'' for these events, while the other story contained script-inconsistent information. All participants were questioned about the stories immediately and one week later. Equivalent proportions of students detected the anomaly initially and at recall; but listeners had more difficulty noticing inconsistencies than readers. Older students recalled more story information, and they remembered consistent stories better than inconsistent stories. (Author/RL)

ED 179 954 CS 205 204

Marzano, Robert J.

Basic Skills in Composition: Measurement, Competency Testing, Instructional Technique.

Pub Date-Dec 78

Note-33p.; Report prepared at the University of Colorado at Denver

Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Achievement, *Basic Skills, *Composition (Literary), Elementary Secondary Education, Evaluation, *Minimum Competency Testing, Scoring, Teaching Techniques, *Verbal Development, *Writing Skills

Identifiers-*Composition Research

A study was designed to identify highly teachable composing skills that have a strong statistical relationship with composition quality across various grade levels. Sample compositions were randomly selected from the National Assessment of Educational Progress (1972). A total of 750 compositions written by 9-, 13-, and 17-year-old-students (250 for each age level) were analyzed using 43 indices. The five skills that were identified were modification within sentences, subordination between sentences or paragraph development, vocabulary, sentence sense, and usage. The first three skills can be taught by having students rewrite their compositions with specific suggestions from the teacher as to sentences that should be combined or expanded to foster modification within sentences, sentences that should be added to foster more depth of modification between sentences, and words that should be changed to foster more variety of vocabulary. The other two skills can be taught and reinforced by using exercises from currently existing grammar and composition texts. Objective and easily calculated indices were used to measure the skills, and a procedure for establishing minimum competency levels for the skills was applied. (MKM)

ED 179 955 CS 205 225

Walker, Albert, Comp.

Attitude Surveys Document Sampler.

Pub Date-78

Note-331p.

Pub Type- Reports - Research (143) - Collected Works - General (020)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Administrator Attitudes, *Attitudes, Audiences, Banking, *Business, Consumer Economics, Employee Attitudes, Insurance Companies, Newspapers, *Organizational Communication, *Public Relations, *Questionnaires, Research, *Surveys

Identifiers-Media Effects

This packet presents results of a series of attitude surveys representing a variety of purposes, methods and defined publics. They range from a simple questionnaire prepared and mailed to a small group of key individuals by a public relations staff to scientifically derived surveys purchased from Louis Harris and Associates and other research organizations. The packet contains the following documents: Attitudes of Prospective Trust Customers,'' by the American Bankers Association; Knowing the Consumer Better,'' by Thomas L. Harris; Attitudes of Employees toward the Metropolitan Crusade of Mercy,'' by the Community Fund of Chicago; Chief Executive Officer Study,'' by the Metropolitan Crusade of Mercy of Chicago; A 1975 Survey of Investment Community Attitudes toward Northwest Industries, Inc.,'' by Albert Walker; Report on San Francisco, Los Angeles, Boston, and Chicago Surveys,'' by Northwest Industries, Inc.; Executive Profile A Study of Subscribers to the Wall Street Journal,'' by Erdos and Morgan, Inc.; Businessmen's Attitudes toward Commercial Insurance,'' by Louis Harris and Associates; and A Public Opinion Survey for the North Central Florida Regional Planning Council on the Effect of a Mass Media Campaign to Promote Use of Carpooling and Mass Transit,'' by a class at the University of Florida. (TJ)

Walker, Albert, Comp.
Public Relations Plans.
Pub Date-78
Note-271p.; A number of pages may not reproduce ; Best copy available
Pub Type- Collected Works - General (020) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Awards, *Business, *Community Programs, Community Relations, Consumer Economics, Hospitals, Improvement Programs, *Organizational Communication, *Program Descriptions, Publicize, *Public Relations, Science Education

This packet contains descriptions of a variety of campaigns conducted by agencies for organizations or clients, or directly by the organizations. They were selected for their broad range of purposes and methodologies. The packet contains descriptions of the following campaigns: a campaign designed to build the economy of Orlando, Florida; a hospital community relations program; an aerosol education campaign; a campaign to publicize the opening of a new hospital; a campaign for the consolidation of Jacksonville City and Duvall County (Florida); an awards program instituted to promote high-quality public relations programs; and a program designed to provide public exposure to the major elements of steelmaking. (TJ)

Towers, Wayne M.

Gee Whiz!'' and Aw Nuts!'': Radio and Newspaper Coverage of Baseball in the 1920's.

Pub Date-Aug 79
Note-55p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Athletics, *Baseball, Broadcast Industry, Journalism, *Mass Media, News Media, *Newspapers, *News Writing, Popular Culture, *Radio, *Social History

During the 1920s professional baseball emerged as both a mass sport and a mass media-reported sport. This emergence was accompanied by evolution and change in both radio broadcasting and newspaper sports writing. Live coverage of sporting events, particularly baseball's World Series, provided a part of radio's growth process that affected the fledgling medium's development. Essentially, radio, when confronted with the decision of imitating the reporting styles of newspapers, opted for an entertainment rather than a newsreporting point-of-view. One of the first baseball announcers was Graham McNamee, whose background was in entertainment. Radio provided an immediate description of the game, while newspapers provided a delayed but more concise summary. Sports were a popular feature of newspapers in the 1920s also, and newspaper circulation and advertising revenues increased during this period. Sports writers tended to write lengthy commentaries with literary allusions. They are represented by Grantland Rice who wrote in the early part of the decade using a Gee Whiz or praise approach and W.O. McGeehan who wrote later in the decade using a more realistic and objective approach, termed Aw Nuts. (MKM)

Newkirk, Thomas

How Competent are the Writing Competency Tests?

Pub Date-Oct 79

Note-17p.; Paper presented at the Alabama Symposium on English & American Literature (University, AL, October 18-20, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Basic Skills, *Composition (Literary), *Minimum Competency Testing, Student Evaluation, *Testing Problems, *Test Validity, *Writing Skills

This criticism of writing competency tests questions both the efficacy of a test developed by the National Assessment of Educational Progress (NAEP) and the reliance of individual states on the products of private testmakers. The paper suggests that a hidden curriculum is being developed by independent and semi-independent organizations that reflects some of the worst current practices in the teaching of writing triviality, inadequate time allotment, a confused notion of creative writing,'' and a poor choice of writing topics. Sample exercises taken from the NAEP writing test and examples of student writing elicited by those exercises are included. (AEA)

ED 179 959 CS 205 293

Evans, Peter J. A.

Evaluation of Writing in Ontario: Grades 8, 12, and 13: Analysis and Comparison of Writing Performance of Grade 8 Students in the 1977 Ontario Institute for Studies in Education Intermediate Evaluation Project and of Grades 12 and 13 Students in the Interface Study, 1976. Review and Evaluation Bulletins, Volume 1, Number 2, 1979.

Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-79
Note-118p.
Available from-The Ontario Institute for Studies in Education, Publications Sales, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Composition (Literary), *Educational Research, *English Instruction, Error Analysis (Language), Evaluation, Foreign Countries, *Language Development, Secondary Education, *Student Evaluation, *Writing Skills

This condensation of an original report of the same title describes an analysis and comparison of writing performances of students in two studies: grade 8 students in the 1977 Ontario Institute for Studies in Education (OISE) Intermediate Evaluation Project and grade 12 and 13 students in the Interface Study, 1976. The chapters give the purposes of the study, discuss the evaluation of writing in the Interface Study and in the OISE Intermediate Evaluation Project, describe writing performances at each of the grade levels studied, describe the development in writing ability of students from grades 8 through 12, and describe a program for writing evaluation within a school system. The report concludes with a chapter that describes a writing evaluation program for a school or system at the intermediate or senior level. An appendix includes some examples of student writing with comments from an evaluator. (TJ)

ED 179 960 CS 205 303

Sloane, David E. E.

Linguistically-Based Language Systems for the Inner City Student.

Pub Date-May 79

Note-15p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, *Composition (Literary), Critical Thinking, *Grammar, Higher Education, *Inner City, Linguistics, Nontraditional Students, *Remedial Programs, *Sentence Structure, Teaching Techniques, Transformation Generative Grammar, *Writing Skills

Identifiers-*Sector Analysis

The traditional method of teaching writing to students in universities by correcting their errors supposes a generally well-developed sense of written language structure and formal English language discourse. The new population seeking higher education does not always possess such a background. An alternative instructional method is to use the systems of language structure to offer positive models. Sector analysis is one such scientific study of language that can be used to fuse the remedial needs of the inner-city student with college-level language awareness. Sector analysis, or X-Word Grammar, is a linguistic system developed by Robert L. Allen. Its particular strength is that it is a system for examining written English in relation to obligations or expectations that must be fulfilled in conventional English. In X-Word Grammar, the sentence is defined as a series of slots or positions. The basic positions of subject, used in reference, and predicate, used in predication, are defined in terms of an X-Word that moves to the front of a yes/no question. A knowledge of positions and constructions combined with reader anticipation establishes a groundwork for critical and logical development of thinking. (MKM)

ED 179 961 CS 205 304

Fujii, Gertrude S.

The English Program in the Two-Year College.

Pub Date Nov 79
Note 14p.; Paper presented at the Annual Meeting of the Philological Association of the Pacific Coast (77th, Los Angeles, CA, November 9-11, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Teachers, *Community Colleges, *English Curriculum, English Departments, *English Instruction, Higher Education, Junior Colleges, *Teacher Education

Teaching in the two-year college, which was once considered to be a stepping-stone to teaching at a four-year college or university, has become a unique profession in itself. In the years ahead, community colleges should be actively involved in cooperating in developing English curricula. Prospective teachers of English at two-year schools need to know grammatical principles, spelling, punctuation, and sentence structure; need to be able to adjust to a variety of learning styles and teaching methods; need a good foundation in the teaching of English as a second language; and need interdisciplinary training in reading, writing, psychology, and speech. Graduate schools must expand training in the specialized area of teaching in the two-year college, following such programs as those at the University of California. (TJ)

Burd, Gene

Aged and Handicapped Seek Human Quality and Public Service in Media: Mass Communications Patterns of the New Minorities.

Pub Date-Aug 77
Note-23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, WI, August 21-24, 1977)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Activism, Blacks, Civil Rights, Exceptional Persons, *Handicapped, *Mass Media, Media Research, *Minority Groups, *Older Adults, Organizational Communication, Organizations (Groups), Physically Handicapped, Public Opinion, *Social Attitudes

A similarity exists in the way minority groups in the sixties and in the seventies used media coverage to achieve recognition. The poor and the blacks in the 1960s and the aged and the handicapped in the 1970s turned to the media as they sought freedom to move, rejected separation and isolation, and sought access and independence by breaking the barriers of accommodations and architecture. The results of a year-long sampling of stories in major big-city daily newspapers point out that the new minorities of the aged and the handicapped are accumulating media coverage in the areas of community development, economics, human and group relations, power and resources, and environment and ecology. Minority stereotypes are being rejected in books and on television, and a new position of respect for the aged and the handicapped is being promoted by politicians. In the future, other fragmented minorities, particularly those with physical limitations, will also insist that their needs be heard. (AEA)

Women and Literature: A Current Awareness Bibliography of Materials of Interest to Women's Studies.

Wisconsin Univ., Madison. Steenbock Memorial Library.
Pub Date- 78
Note-20p.; For related document, see CS 205 310
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Literature, *Audiovisual Aids, Bibliographies, Canadian Literature, *English Literature, *Females, Higher Education, *Literary Criticism, *Womens Studies

The approximately 250 entries in this bibliography deal with the topic of women and literature and were drawn from a search of current periodicals and of recent books catalogued by the Library of Congress. The cited materials deal with women authors, with topics of interest to feminist scholars of literature, or with problems and issues in feminist criticism. Not all of the cited materials reflect a feminist perspective. A list of recent audiovisual materials catalogued by the Library of Congress is also included. (TJ)

ED 179 964 CS 205 312

Peters, Laurence

Teaching Culture during the Sixties: A British Perspective.

Pub Date-Oct 79

Note-33p.; Paper presented at the combined Annual Meeting of the Midwest Popular Culture Association and the Midwest American Culture Association (Bowling Green, OH, October 11-13, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Change, *English Instruction, Foreign Countries, Language Arts, *Literature, *Mass Media, *Popular Culture, Secondary Education, *Social Influences, Teaching Techniques, Trend Analysis

Identifiers-*Great Britain

In the 1960s many teachers in the British secondary schools began a major effort to redefine their attitude toward the mass media in the light of certain social and cultural pressures. Changes in students made it necessary to provide materials of a less formal academic kind and to introduce literature, music, and art that would relate more integrally with the pupils' own tastes rather than shape their perceptions unwillingly into an elitist mold. No longer could the teaching of English rest secure on the postwar assurance that there was a set of explicit grammatical skills and a literary heritage to be taught. Discussions of the mass media were introduced during this period. Textbooks suggested newspaper and advertising analysis activities, introduced the topic of popular culture, and included some modern poetry. At the beginning of the decade a position of absolute condemnation of the mass media was prevalent, but by the late sixties the task appeared to be one of helping children to discriminate the good from the bad in popular culture. Teaching suggestions were given using popular magazines and television scripts. The syllabi of the examining boards also changed over this decade with popular literature being added to the lists. (MKM)

ED 179 965 CS 205 314

Lloyd-Jones, Richard
Who Am I Unless I Know You? Another View of Competence.
Pub Date-Oct 79
Note-10p.; Paper presented at the Annual Alabama Symposium on English and American Literature (University, AL, October 18-20, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication (Thought Transfer), *Competence, *Composition (Literary), Educational Philosophy, *Educational Theories, Individual Development, *Language, Language Development, *Testing Problems, *Writing Skills

The most important competence in using language is not to be discovered in the anatomy of isolated features but in the holistic view of writing and speaking in context. Three general views of education can be summarized as defining the learner as willfully ignorant, needing to be whipped into shape; as a blank tablet or empty jug, waiting to be filled with knowledge; or as malleable material, waiting to be changed, developed, enlarged by knowledge into another creature. Probably the favorite theory of our age is the last view, called developmental. The awareness of a relationship between a writer and a reader is essential to writing with any degree of literacy. Writers should also be simultaneously aware of both writing as it represents content and writing as a thing-in-itself, a system of symbols and signs. Standardized tests of writing competency tend to eliminate the purpose for writing, the stance of the writer, and the specific issues to be addressed, so test results are sterile and often misleading. (AEA)

ED 179 966 CS 205 315

Altheide, David L.

Learning from Mistakes: Toward a Reflective Journalism.

Pub Date-Aug 79

Note-15p.; Paper presented at the Annual Meeting of the American Sociological Association (74th, Boston, MA, August 27-31, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Journalism, Mass Media, *News Reporting, *Political Attitudes, *Political Influences, *Political Issues, Politics

An examination of the role of journalists in the political process suggests that although there has been some reflective analysis by journalists on the potentially distorting consequences of routine news procedures, most journalists seem reluctant to acknowledge any such distortion. An analysis of the media coverage of two political scenarios (the withdrawal of Thomas Eagleton as the vice-presidential candidate of the Democratic party in 1972 and the resignation of Bert Lance as the director of the Office of Management and the Budget in 1977) revealed the following similarities to be generally true across the media: certain themes were selected and, repeated over time, came to be seen as real and relevant facts; the media appeared to be paramount in influencing the decisions of the two men; and the news media relied on a narrow focus rather than placing various events in context. (AEA)

ED 179 967 . CS 205 316

Horodowich, Peggy Maki

Developing Style through Clause Analysis: A Linguistic Approach to Composition.

Pub Date-Apr 79
Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, MN, April 5-7, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Discourse Analysis, Higher Education, *Language Styles, Secondary Education, *Sentence Structure, *Structural Analysis, Structural Grammar, Teaching Techniques, *Writing Skills

Since clauses are the largest functional components of a sentence, their analysis can increase attention to sentence structure and stylistic variation. Students can learn to distinguish main clause types by naming the verb forms used (transitive, intransitive, equational, and passive). Once students have mastered the recognition of main clauses, they are ready for the next stylistic level, identifying both the form and function of dependent clauses. Discussion of the subordination process leads to consideration of two other important stylistic options, sentence complexity (the ratio of dependent clauses per main clause) and sentence length (the number of clauses per sentence). After analyzing and experimenting with main and dependent clauses, writing students are ready to analyze prose passages written by exemplary writers, peers, and themselves. This focuses attention on similar stylistic options. Illustrative analyses of prose written by F. Scott Fitzgerald and by college students show that writing students develop a strong sense of verb choice and sentence structure variability through the clause analysis process. They also learn the necessity of evaluating their writing style with each draft that they compose. (RL)

ED 179 968 — CS 205 317

Crew, Louie

What Should We Tell Student Writers?

Pub Date-Apr 79

Note-33p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, MN, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Attitudes, Communication Problems, *Composition (Literary), *Educationally Disadvantaged, Educational Problems, Educational Research, *Evaluation Criteria, Evaluation Methods, Higher Education, *Student Evaluation, Surveys, *Teacher Attitudes, *Writing Skills

Over 100 academic administrators, professionals in English, and writers responded to a request to annotate a sample paragraph written by a college student at a minimum skill level. Responses varied to extreme degrees in several areas, with letter grades ranging from B to F and annotations ranging from declaring the student's situation hopeless to expressing the student's potential and need for understanding and direction. Sixty-six percent of the respondents annotated the composition itself, 5 percent responded only with letter grades, and 29 percent commented only in a space provided with no marking on the composition. Other responses tallied covered kinds of comments, classifying the student as to ethnic background, the validity of placing the student in a college level English course, praising the student, and criticizing the assignment. Responses also indicated that administrators were more thorough annotators than nonadministrators, professionals in English were more lenient than nonprofessionals, and writers showed little contrast with nonwriters. (AEA)

ED 179 969 CS 205 318

Smelstor, Marjorie, Ed.

A Guide to the Relationship between Reading and Writing.

Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison, Univ. Extension.
Pub Date-79
Note-51p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Booklists, *Composition (Literary), Elementary Secondary Education, *Language Arts, *Lesson Plans, *Reading Instruction, *Reading Skills, Resource Guides, Resource Materials, Teaching Guides, Teaching Techniques, *Writing Skills
Identifiers-Wisconsin Writing Project

One of a series of teaching guides produced by the Wisconsin Writing Project, this booklet focuses on suggestions for teaching reading and writing in elementary, middle, and high school language arts classrooms. The first section offers 16 reading/writing activities, a list of topics for language experience stories, and an annotated list of wordless picture books to use at the elementary level. The second section offers 12 lesson plans to use in teaching reading skills (critical reading, vocabulary growth, paraphrasing, and summarizing) and literature appreciation (persuasion, foreshadowing, expository writing, and creative writing) in the middle school language arts classroom. The third section offers to high school English teachers a list of nine teaching objectives and five lesson plans (on biographies/autobiographies, drama, novels, articles/essays, and poetry) presented in chart form. A lesson on simple bookmaking is also included. (AEA)

ED 179 970 CS 205 319

Fry, Donald L.

The Knowledge Gap Hypothesis and Media Dependence: An Initial Study.

Pub Date-Aug 79
Note-27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Educational Background, *Information Sources, *Knowledge Level, *Mass Media, Media Research, *Newspapers, Retention, *Television
Identifiers-Communication Research

Interviews with 548 heads of household randomly selected from the Columbus, Ohio, telephone directory provided data on the subjects' political knowledge, news information sources (television, newspapers), and educational level. These data supported three of five hypotheses about the relation between knowledge level and media dependence. There was a significant relationship between television dependence and local knowledge, such that increased dependence on television for news and information led to a decreased knowledge level. The opposite relationship existed for newspaper dependence; more highly dependent subjects had higher levels of local knowledge than low dependent subjects. Results for the third hypothesis supported the knowledge gap hypothesis. In a situation of low salience and low conflict, there was a clear difference between lower and higher educated subjects, with the higher educated having a higher level of local information retention than the lower educated. Neither of the two remaining hypotheses found support in the analysis. There were no significant differences in the gap between mean knowledge scores of higher educated and lower educated groups when low and high television dependent subjects were compared. The same finding held true for low and high newspaper dependent subjects. (RL)

ED 179 971

CS 205 320

Lux, Katy Nobel, Marcia

Hamilton Happening: A Creative Writing Scoop.

Kentwood Public Schools, Mich.
Pub Date- 78
Note-32p.
Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Materials, *Creative Writing, Elementary Education, Language Arts, *Newsletters, *Program Descriptions, *Teacher Developed Materials, Teaching Techniques

A practical, low-cost plan that involves teacher workshops and noon-hour workshops for students to encourage creative activity in an elementary school program for kindergarten through grade five is described in this booklet. Included is a sample of a monthly newsletter that suggests activities for creative involvement that are seasonal, centered around monthly themes, and focused on different kinds of student-produced poetry, a description of an annual creative arts fair, examples of publicity for the fair, a student award certificate for fair participation, and student and teacher evaluation sheets. (AEA)

ED 179 972 CS 205 321

Buffon, Clare M.
Economic Education thru Literature, Senior High.
Kansas State Dept. of Education, Topeka.
Pub Date-Jun 79
Note-38p.; For related documents, see CS 205 209 and CS 205 210
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Annotated Bibliographies, *Consumer Education, *Economic Education, Economics, High School Students, *Literature Appreciation, Motivation Techniques, Secondary Education, Senior High Schools, *Student Interests, *Student Motivation, *Teaching Methods

Designed to help high school teachers introduce their students to both economics and good literature, this booklet contains information about an assortment of books that illustrate basic economic concepts. The information provided for each book includes the concept it illustrates, its author, publication data, a synopsis, suggestions for teaching techniques, a list of related activities, and any available audiovisual materials. (RL)

ED 179 973 CS 205 322

Matthews, Dorothy, Ed.
Remedial English.
Illinois Association of Teachers of English, Urbana.
Pub Date-80
Note-51p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English
Journal Cit-Illinois English Bulletin; v67 n2 Win 1980
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Anxiety, Basic Skills, College Students, *Developmental Programs, Disadvantaged Youth, *English Instruction, *Error Analysis (Language), Higher Education, Junior Colleges, *Remedial Programs, Secondary Education, Sentence Structure, Teaching Techniques, Tutorial Programs, *Writing Skills
Identifiers-*Educational Opportunities Program, *Writing Apprehension

The focus of this journal edition is remedial writing instruction in high school and college. Articles in the journal are: The Remedial Student is Different,'' by Karl K. Taylor; Writing Apprehension: (I) Combating Fear of Failure,'' by Donna K. Gorrell; Writing Apprehension: (II) Where Does Fear of Writing Come From?,'' by Charles R. Duke; One Day in the Life of a Remedial Composition Teacher,'' by Tori Haring-Smith; Homework Helpers: An Alternative Approach,'' by Leon Gersten; Using Writing Errors as Diagnostic Tools,'' by Mary Moore; Building on Intuitions: Encouraging Sentence Sense,'' by Regina Rinderer; and When Remedial Writing Is Not Remedial Writing: Preparing the Specially Admitted Student for College-Level English,'' by Jim Burns. (MKM)

ED 179 974 CS 205 323

Purves, Alan C.

Putting Readers in Their Places: Some Alternatives to Cloning Stanley Fish.

Pub Date-Dec 79
Note-18p.; Paper presented at the Annual Meeting of the Modern Language Association (94th, San Francisco, CA, December 27-30, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Critical Reading, *English Instruction, Language Arts, Literary Criticism, *Literature Appreciation, *Reading Instruction, *Reading Processes, Reading Skills, Teaching Methods
Identifiers-*Reader Response, *Schemata

The reader has replaced the text as the central figure in the teaching of literature. Three techniques that psychologists and educational researchers believe produce better reading comprehension are: the concept of schemata, or the kind of mental outline a reader has when perceiving something; the acquisition or development of an appropriate stance toward the text; and the conscious cognitive act by the reader of examining an experience of the text. There are three functions of a curriculum in literature: to provide literary schemata, to acknowledge that there are any number of possible statements about a text, and to provide students with a set of heuristics or strategies for being an efficient reader. (AEA)

ED 179 975 CS 205 325

Brockman, R. John

Troubleshooting Technical Communication Programs in Community Colleges.

Pub Date- 79
Note-18p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Programs, *Community Colleges, *Composition (Literary), *Educational Problems, *Educational Programs, Higher Education, Junior Colleges, *Technical Writing, Writing Skills

Community college technical communication programs have not resolved the problems resulting from their unique design features, including their close working relationship with local industry, the two-year duration of their programs, their open door admissions policies, and the newness of their programs. To resolve some of these problems, modifications need to be made in the areas of standards, recruitment, and faculty development. Such modifications may allow two-year programs to have a meaningful place in the future. (TJ)

Forney, Mary Ann Smith, Lyle R.

Teacher Grammar and Pupil Achievement in Mathematics.

Pub Date-Oct 79
Note-13p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 24-26, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Communication Skills, Educational Research, *Effective Teaching, Elementary Education, Grade 4, *Grammar, *Language Usage, *Mathematics Instruction, Student Teacher Relationship, *Teacher Behavior, Teachers, Teaching Skills

A total of 102 fourth grade students were assigned to one of six groups defined by the possible combinations of two pupil ability level conditions (above versus below average ability) and three teacher verbal fluency conditions (good grammar, moderately good grammar, poor grammar). Each group was presented a lesson concerning mathematical concepts. After the lesson, each group was tested for comprehension of the concepts. The good grammar groups achieved significantly higher scores than the moderate grammar groups, but their scores were not significantly higher than the poor grammar groups. It was suggested that the absence of a linear progression might have been caused by the attending behaviors of the students. (Author/RL)

ED 179 977 CS 205 327

Edelsky, Carole

The Child as Sociolinguist or Maybe the Kids Could Start Scrutinizing OUR Language Use?

Pub Date- 78
Note-12p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Group Activities, *Language Arts, *Language Development, Language Usage, *Sociolinguistics, *Teaching Methods

By giving assignments to children in a field that inquires into the nature of language use, teachers can help enhance their total language development and sensitivity to language. To be most effective, such projects should involve children working interactively in groups; should require considerable time to complete and involve the solving of several subproblems; should result in a product (tape, performance, or solution to a problem); should require children to carry out the major planning, organizing, choosing, and thinking; should involve the use of real material (live people, books, tools, or events); and should integrate the language arts in a natural way. Sociolinguistic topics that lend themselves to group project work for children include naming, address terms, speaker comprehension/recognition, quantity of language production, vocabulary, and verbal rituals. (TJ)

ED 179 978 CS 205 328

Roberts, John J.

Teaching Meter: Why and How.

Pub Date-Nov 79
Note-28p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (69th, San Francisco, CA, November 22-24, 1979)
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Needs, Elementary Secondary Education, *English Instruction, *Language Rhythm, *Literary Analysis, *Literature Appreciation, Parallelism (Literary), *Poetry, *Versification

In poetry, the only escape from meter is mastery. An understanding of the physical basis of poetry contributes not only to the literary appreciation and analysis of poetry but also to effective communication and language usage in daily life. The ideal time to begin teaching meter is in early childhood, but many older students need to be reacquainted with the fact that all poetry has to have structure, even free verse, concrete poetry, and the lyrics of popular music. English has become a remarkably rich language that, through historical accidents and its inherent potential, offers poets such metrical curiosities as sprung or dipodic rhythm, which combines different stresses to produce a lilt or swing in the reading of a poetic line. Meter can contribute to poetic "meaning" in a number of ways: it appeals to the human love for form; metrical substitutions can emphasize important passages; and poems can be linked by metrical associations or conventions. Most of all, writing poetry within a prescribed or preselected form allows the author to proceed with a needed distance, objectivity, or detachment that lifts the work out of the depths of sentimentality or emotionalism. (Examples of poetic rhythms and their effects are included.) (RL)

Farrell, Edmund J.

The Conditions of Childhood in the Year of the Child.

Pub Date-Mar 79
Note-21p.; Paper presented at the combined Annual Meeting of the Conference on English Education and the Secondary School English Conference (Pittsburgh, PA, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Advocacy, *Childhood Attitudes, *Children, Child Responsibility, *Child Role, Child Welfare, *Educational Responsibility, Language Arts, Literature, Social Problems, Social Responsibility, *World Problems

This compilation of statistics, opinions, and projections focuses on the state of children in contemporary society. A review of statistical data on the conditions of childhood includes data on child mortality rates, illiteracy, malnutrition, energy resources available to children, and childhood suicide. Teenage pregnancies, alcoholism and drug abuse, delinquency, promiscuity, and crime; parental child abuse cases; and lack of confidence in the future are also discussed as they relate to childhood contentment and sense of self-worth. Recommendations offered for improving the conditions of childhood include helping children become deeply conscious of the world in which they live and teaching them to be humanely responsive to all human life through studying selected literature. Also suggested is involving children in worthy community activities that would demonstrate that contentment is found in aiding others. (AEA)

ED 179 980 CS 205 330

Keroack, Elizabeth Carros Marquis, Leah Keating

Futurism: Framework for Composition.

Pub Date-Oct 79
Note-16p.; Paper presented at the Annual Fall Conference of the New England Association of Teachers of English (Portsmouth, NH, October 19-21, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), Curriculum Guides, English Curriculum, *English Instruction, *Futures (of Society), Language Arts, Science Fiction, Secondary Education, Teaching Guides, Units of Study, *Writing Skills

Noting that the study of the future has been neglected within the language arts framework, this paper proposes a curriculum unit that uses such study as a vehicle to develop composition skills. The paper provides the following information: the general objectives of the unit; evaluation methods; general humanistic themes to be studied; materials; and outlines of eight lessons covering seven change agents of the future: demographic shifts, ecological shifts, cultural diffusion, social innovation, technological innovation, cultural/value shifts, and information/idea shifts. (FL)

ED 179 981 CS 205 331

Kaufman, Betsy B.

Middle School High School College: A Description of a Project That Worked.

Pub Date-Oct 79
Note-11p.; Paper presented at the Annual Fall Conference of the New England Association of Teachers of English (Portsmouth, NH, October 19-21, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College High School Cooperation, College Preparation, Composition (Literary), Course Descriptions, *Curriculum Development, Educational Coordination, *English Curriculum, *English Instruction, Higher Education, Language Arts, *Program Descriptions, Program Development, Reading Instruction, Secondary Education

The initiation and development of the Queens English Project, a cooperative program between Queens College (New York) and five area high schools that produced a reading/writing curriculum from the junior year of high school through the freshman year of college, is described in this paper. Discussed are the educational principles on which the project is based, the cooperative efforts of college and high school faculty, the training seminars for project personnel, the methods used to teach composition (of the fable, parable, and essay), the organization of reading/writing labs in selected high schools, and the prospects for continuing the high school labs after the project ends. (AEA)

ED 179 982 CS 205 332

Matalene, Carolyn B.

Teaching the Reading Process.

Pub Date-Nov 79
Note-8p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (Atlanta, GA, November 1-3, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *English Instruction, Higher Education, *Literary Criticism, *Literature Appreciation, Reading Instruction, *Reading Processes, *Reading Skills, Teaching Methods, Writing Skills

Analogies between the reading and writing processes can be drawn from a method of teaching literature that is based on Louise Rosenblatt's transactional theory of reading. The prime responsibilities of teachers of literature are to allow students the right to experience the text for themselves, arriving at their own interpretations, and to make students conscious of the process of reading literature. This process involves the same cognitive operations that are performed in the writing process: collecting material, questioning material, establishing internal connections, discovering emotional responses, revising, and evaluating. Teaching reading and writing as congruent processes can make the achievement of both mutually reinforcing. (AEA)

ED 179 983 CS 205 333

Covert, Catherine L.

The Newspaper and Intellectual History: A New Approach.

Pub Date-Aug 79
Note-23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Agents, *Content Analysis, *Historiography, *Intellectual History, *Journalism, *Newspapers, United States History

New ways of relating the newspaper to the history of thought are discussed in this paper. It suggests that intellectual and media historians may approach the newspaper either institutionally, as a significant cultural variable in the reception of new thought, or as an analytic probe (both in content and form) by which to assess that process of idea transformation within a society over time. It proposes that newspaper content over a span of time may be approached diachronically or synchronically in a search for the meaning of ideas and the perceived significance of a new thought pattern as presented on the newspaper page. In addition it suggests that the formal elements of the news story when analyzed might shed light on public understanding of new ideas as perceived by the reporter. The paper also advocates the use of the newspaper morgue as both a finding device for evidence and an analytic tool to reflect categories already available in the society for classifying and assimilating new ideas. (FL)

ED 179 984 CS 205 334

Freedman, Jonathan M. Owings, Richard A.

Some Educational Implications from Research on Story Grammar and Story Comprehension.

George Peabody Coll. for Teachers, Nashville, Tenn.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date- 78
Grant-HD-10662
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developmental Stages, Kindergarten, Kindergarten Children, *Language Ability, *Language Development, *Language Processing, Language Research, Primary Education, *Recall (Psychological)
Identifiers-*Story Grammar

Folk tales were read to 32 kindergarten children of varying levels of language ability, as measured by the language scale of the Metropolitan Readiness Test. Recall protocols were parsed into the categories described by N. L. Stein and C. G. Glenn. Low ability children were found to be less likely to recall details of internal plan'' and attempts'' (goal oriented action), but were as likely as children of higher ability to recall other types of details. Children were then asked cause-effect questions (What happened when the lady cut off the tiger's whiskers?'') and effect-cause questions (Why did the butter melt?''). Causal associations were not bidirectional; children were more likely to recall effects given causes then causes given effects. This difference did not vary with language ability. (Author/RL)

ED 179 985 CS 205 335

Savage, John F. Mooney, Jean F.

Language Arts Instruction for Mainstreamed'' Pupils.

Pub Date-Nov 79

Note-12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (69th, San Francisco, CA, November 22-24, 1979)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, *English Instruction, *Handicapped Students, *Language Arts, Learning Disabilities, *Mainstreaming, Teacher Role, *Teaching Methods

Noting that the integration of special needs children into the regular classroom requires changes that differ more in degree than in kind, this paper offers suggestions to language arts teachers for facilitating the mainstreaming of their classes. The first section deals with classroom adjustments and accommodations for children with auditory learning problems, visual learning problems, cognitive problems, emotional problems, and language disorders. The second section discusses the role of the classroom teacher as a member of a multidisciplinary team in the mainstreaming process, specifically in the preparation of individualized educational programs (IEP). (FL)

ED 179 986 CS 205 336

Foorman, Barbara R.

Young Children's Metaphorical Productions in a Referential Communication Task.

Pub Date-79

Note-24p.; Research prepared at the University of Houston

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Children, Early Childhood Education, *Figurative Language, Language Research, *Language Usage, *Metaphors, *Verbal Ability

Data from referential communication studies with children four, five, and seven years old were examined with respect to metaphorical productions. Speakers in the task were 24 "primed" four-year-old children and 72 "nonprimed" four-, five-, and seven-year-old children equally divided by age. Priming consisted of asking questions that would elicit knowledge that was relevant to the task at hand, which involved describing photographs of dogs and of people's faces to an adult listener. Feedback of a verbal and visual form was provided. Vocabulary was assessed in a posttest. Analyses of variance revealed that the "primed" four-year-old children produced significantly more metaphors than the nonprimed groups. Results were examined with respect to the priming procedure's ability to promote verbal creativity in young children. (Author/RL)

ED 179 987 CS 205 337

Frazier, P. Jean Gaziano, Cecilie

Robert Ezra Park's Theory of News, Public Opinion and Social Control. Journalism Monographs No. 64.

Association for Education in Journalism.

Pub Date-Nov 79

Note-51p.

Available from-AEJ Publications Manager, School of Journalism, University of Minnesota, Minneapolis, MN 55455 ($2.50)

Pub Type- Historical Materials (060) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Communication (Thought Transfer), Communications, *Information Theory, *Journalism, *Mass Media, News Media, Newspapers, *Public Opinion, Social Behavior, Social Change, Social Environment, *Social Influences

Identifiers-*Park (Robert E)

This monograph reconstructs a theory of news, public opinion, and social control originally presented between 1904 and 1941 by Robert Ezra Park, a founder of the sociological study of mass communication and public opinion, and suggests that the theory is pertinent to contemporary journalists and scholars. Park's work is described as the basis of many ideas now popular in mass communication theory, including the news functions of surveillance, correlation, transmission, and entertainment; the conceptual scheme of agenda setting; the coorientational model that links the individual to a social system; and the techniques of precision and advocacy journalism. The sections of the monograph describe the relationship of Park's life to his theory, his theoretical framework and empirical methods, and the central elements in his theory. (AEA)

ED 179 988 CS 205 340

Sharpham, John R.
Creative Drama as a Resource, K-12. Language Arts Monograph.
Illinois State Office of Education, Springfield.
Pub Date- 79
Note-28p.; Photographs may not reproduce clearly
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Class Activities, *Creative Activities, *Creative Dramatics, *Dramatic Play, *Dramatics, Elementary Secondary Education, Teacher Role, Teaching Guides, Teaching Methods

Defining creative drama as a teaching process that uses the inherent ability of each person to explore ideas, behavior patterns, and human relationships, this monograph is designed to help teachers create a working environment within which this process can be most productive. Various sections of the monograph provide information about how creative drama can best be used in the classroom; the three divisions of creative drama predrama, fantasy drama, and human drama; the teacher's role in creating an environment in which students can work openly and harmoniously; activities for predrama, fantasy drama, and human drama; the objectives of creative drama; and lesson structure and sample lessons. Lists of selected basic resource texts, other sources of information about the subject, professional organizations, workshops and festivals, and available videotapes are also presented. (FL)

ED 179 989 CS 205 341

Merrill, John C.

The Press, the Government, and the Ethics Vacuum.

Pub Date-Nov 79
Note-23p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)
Pub Type- Information Analyses (070) -- Opinion Papers (120) -- Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Codes of Ethics, *Ethics, *Government (Administrative Body), Government Role, *Journalism, Needs Assessment, *News Media, *Role Perception

Immanuel Kant's idea of a will to do the right thing to be ethical is essentially a dead concept with both press and government. The reasons for this "ethics vacuum" are two-fold: the foundations of ethics in both circles are vague, confusing, and beset by relativism and pragmatism so that no system of ethics ever really coalesces; and neither group holds any real desire for a coherent and unified system of ethics. Journalists and government officials as a rule want ethical questions to remain unresolved. This way they never have to feel guilty or to have a definite verdict of unethical practice attached to them. Many persons in the press see themselves as serving as a check on government, while there is the evident belief among some government people that they must restrain the press from irresponsible and harmful actions. If an ethical vacuum exists in the United States, it is because that is what journalists and government officials desire. The ethical person is not really the successful person in journalism or government, and those persons who seriously want to be ethical had best stay out of both fields unless they are satisfied to live in frustrated silence. (FL)

ED 179 990 CS 205 342

Logan, Carolyn

Progress of a Young Reader.

Pub Date-Oct 79
Note-12p.; Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association (33rd, Albuquerque, NM, October 18-20, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Critical Reading, Expressive Language, *Figurative Language, Higher Education, Language Rhythm, *Language Styles, *Literary Analysis, *Literary Conventions, Literary Mood, Reading Habits, *Reading Skills, Teaching Methods

The reading habits by which students formulate a critical analysis of a literary work should focus attention on the choices that a writer makes when putting words on paper. These choices include sound, diction, language, imagery, organization, metaphors, sentence structure, transitions, allusions, and patterns. Discussing these choices does not exclude the consideration of ideas; the understanding of a writer's careful language choices makes ideas clear for the readers. Investing students' time in attending to an author's language usage is more profitable than spending time to indulge opinions of what students like and do not like. For students who have not learned to see the craft that is on the page, this type of analysis is more practical than a lecture about the specific literary period or the author's personal life at the time the literary work was created. It gives students a consistent set of questions that makes them aware of language, the writer's tool. When students learn to analyze the language of the text as the writer's craft, they have not only an appreciation of the complexities and beauties of the language, but also a better understanding of what the writer said. They have learned to see more than reflections of themselves and they have sharpened their literary tastes with a specific analytical method. (RL)

ED 179 991 CS 205 343

Ives, S. William And Others
Artistic Development in the Early School Years: A Cross-Media Study of Storytelling, Drawing, and Clay Modelling. Technical Report No. 8.
Harvard Univ., Cambridge, Mass. Harvard Project Zero.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Spencer Foundation, Chicago, Ill.
Pub Date-Sep 79
Grant-G-00-3-0169
Note-45p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Art Activities, Child Development, *Childrens Art, Comparative Analysis, *Developmental Stages, Educational Research, Freehand Drawing, *Language Arts, Primary Education, Sculpture, *Skill Development, *Story Telling

To study the development of artistry across media, 45 kindergarten, first, and third grade children were given tasks in the media of drawing, clay, and storytelling. The tasks included spontaneous production, completion of a work, assembly of a work from numerous component parts, and copying a completed work. The spontaneous tasks were repeated for two more years with the same children. Products were rated on competence, flavorfulness, and uniqueness. Working styles were also analyzed using a variety of measures. Different developmental patterns were found in each medium. A large number of consistent trends in both product ratings and working style scores supported the notion of families of media: storytelling on one hand and drawing and clay on the other. (Author)

ED 179 992 CS 205 345

McDonald, Daniel G.

Cable Television Subscription and Conceptions of Social Problems.

Pub Date-Aug 79
Note-39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Cable Television, *Knowledge Level, *News Media, Public Affairs Education, *Public Opinion, *Socioeconomic Status, Television Research, *Television Viewing
Identifiers-*Media Effects

Telephone interviews with 118 adults in the Gainesville, Florida, area were used to determine the relationships between the number and diversity of social problems mentioned by cable television subscribers versus nonsubscribers, socioeconomic status (SES), and media use. Media use was found to be associated with the type and number of problems mentioned as local or national issues. Cable television subscribers were found less diverse in their conceptions of national problems, even when comparing at varying SES levels. Local television news viewing and regular reading of a news magazine were the only media measured that made a difference in diversity; more issues were identified when these media were not used. Although greater media use was hypothesized as enhancing the diversity of identified social problems, relationships were often found to be opposite those predicted. Most of the diversity of identified issues resulted from less contact with the media. Nonsubscribers appeared to be less heavy media users, while low SES individuals seemed to be more diverse in their conceptions of local problems. (RL)

White, Edward M.
Testing and Evaluation in California.

Pub Date-Dec 79
Note-13p.; Paper presented at the Annual Meeting of the Modern Language Association (94th, San Francisco, CA, December 27-30, 1979)
Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Placement, *Composition (Literary), English Departments, *English Instruction, Higher Education, *Minimum Competency Testing, Program Descriptions, Reading Skills, Secondary Education, *Student Evaluation, *Testing Programs, Test Interpretation, Writing Skills
Identifiers-*California

Addressing the issue of testing and evaluation in English at the university level, this paper focuses on the development and use of the English Placement Test developed by the California State University system. The discussion of this testing program is placed within a framework of four testing principles: testing is an essential part of learning and is necessary for effective teaching; tests in English should examine directly and reinforce meaningful writing and reading skills; it is important to know who wields the testing power, and how responsibly; and the use made of test results should be carefully investigated. The discussion includes information about two major proficiency tests given at the secondary level; public higher education in California; the history of testing in English at the university level in that state; the creation of the test development committee, whose job was to develop a systemwide test to be required of all entering college freshmen; the components of the test; and the use made of test results. The paper concludes that the testing program has been successful and has gained faculty approval throughout the state university system. (FL)

ED 179 994 CS 205 350

Purves, Alan C.
Unity in Diversity.
Pub Date-Nov 79
Note-8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (69th, San Francisco, CA, November 22-24, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cultural Differences, *Educational Coordination, *Educational Objectives, *Educational Philosophy, *English Instruction, Language Arts, *Teacher Responsibility, Teacher Role, Teaching Quality
Identifiers-*National Council of Teachers of English

The cultural diversities of peoples and dialects in the United States have brought a richness to the English language that has made it one of the most supple of all the languages in the world. In addition to the diversity in the language are the diversities in literature, technology, nationality, politics, and styles of teaching. Teachers of English must sense that in this diversity lies the possibility of unity, a potential shared with international colleagues based on four common aims: to help all learners become eloquent, to help all learners understand and evaluate what is said or written, to help all learners become aware of and respect other cultures, and to help all learners respect their basic language. These aims can unify the teaching profession, clarify objectives, and permit a sharing of successes and challenges within the profession. The goals for the National Council of Teachers of English should be to advise each other, to advise other colleagues in English and in related disciplines, and to advise and take advice from the public. Three steps in the direction of unity are the proposal of a series of international commissions, the work of the Commission on the Curriculum, and the implementation of a statement entitled, ``The Essentials of Education.'' (An extract from the statement is included.) (AEA)

ED 179 995 CS 205 353

Advanced Placement British Literature. Grade 12.

Lancaster City School District, Pa.
Pub Date- 79
Note-44p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Advanced Placement Programs, College High School Cooperation, Course Content, *Course Descriptions, Critical Thinking, *English Literature, Language Arts, *Literary Criticism, *Literature Appreciation, Secondary Education

An advanced placement literature course for high school seniors that stresses the development of the techniques of literary and artistic criticism is described in this paper. Also set forth in the paper are the philosophy underlying the course, the course objectives, textbooks and other required materials, the method of evaluation, the teacher's role in an advanced placement course, and a reading list and composition assignments for students to complete during the summer preceding the course. The major portion of the paper presents a detailed outline of course content and a bibliography for teacher reference and student research. (AEA)

ED 179 996 CS 205 355

Hawkins, Thom

Intimacy and Audience: The Relationship between Revision and the Social Dimension of Peer Tutoring.

Pub Date-Dec 79
Note-10p.; Paper presented at the Annual Meeting of the Modern Language Association (9th, San Francisco, CA, December 27-30, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), Cross Age Teaching, Higher Education, Individualized Programs, Peer Influence, *Peer Teaching, Program Descriptions, *Tutorial Programs, *Tutoring, *Writing Skills

A review of more than 100 student journals that are kept as part of the requirements of an education course that gives juniors and seniors academic credit for tutoring freshmen and sophomores in writing reveals that the tutors contribute to the development of writing abilities by providing the opportunity to use oral language in discursive intellectual discourse. Among the advantages of the program are that tutors, through personal contact and sharing of their own experiences, help younger students gain a perspective on the use of academic language and its influence in an ``impersonal'' academic environment; that tutors, through establishing a secure relationship with tutees, can insist that the students produce their own papers; that tutors, by sharing an undergraduate experience, can provide student writers with a receptive environment in which to verbalize to think out loud in dialogue that is relatively unrestricted; and that tutors have time to allow the students to work through the process of substantive revisions, rather than to hurry toward completion of a final product. (AEA)

Hammond, George
Meeting Client Expectations.
Pub Date-16 May 78
Note-24p.; Paper presented at the East Central District Seminar on Professional Public Relations in an Era of Rising Expectations (Detroit, MI, May 16, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Consultants, *Organizational Communication, *Public Affairs Education, *Public Opinion, *Public Relations

The obligations of public relations firms to their clients are emphasized in this paper. A sampling of the attitudes of public relations personnel regarding meeting client expectations is presented, and the effect that a public relations budget has on a company's level of influence on public opinion is discussed. Also stressed is the need for public relations firms to advise clients in dealing with large-scale social and political changes, going beyond merely meeting client expectations to actually suggesting and recommending more productive and realistic programs. Two examples of a public relations firm's advising a change in the direction of a company's program are described, one dealing with the salt industry and the other with a national roadbuilding association. (AEA)

ED 179 998 CS 205 359

Penelope, Julia

The Articulation of Bias: Hoof in Mouth Disease.

Pub Date-Nov 79

Note-33p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (69th, San Francisco, CA, November 22-24, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bias, *Discriminatory Attitudes (Social), *Homosexuality, *Language Usage, Literary Analysis, Literature, Negative Attitudes, Sex Discrimination, *Sex Stereotypes, *Sexuality, Social Influences, Socialization

Identifiers-Doublespeak

Heterosexism, as defined in this paper, designates those central social structures that advocate heterosexuality as the only natural sexual interest. The cluster of social mores that constitute heterosexist attitudes is defined and described, with illustrations from various contexts showing both the subtle and the overt ways in which these attitudes are conveyed. The selections are intended to show what the doublespeak of heterosexism sounds like in a varied assortment of contexts. These illustrations indicate the scope of the problem and the ways in which it appears in the kinds of literature that most people read. A list of sample quotations from six books is attached. (RL)

ED 179 999 CS 205 369

Millett, Nancy C.

Large as Life: Fiction about How 10-16 Year-Old Characters Cope.

Pub Date-Nov 79
Note-23p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (69th, San Francisco, CA, November 22-24, 1979)
Pub Type- Reference Materials - Bibliographies (131) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescent Literature, *Adolescents, Bibliotherapy, *Childrens Literature, Conflict Resolution, *Coping, Fiction, Middle Schools, *Parent Role, Problem Solving, Secondary Education, *Student Teacher Relationship, *Teacher Role

By reading fiction designed for adolescents, teachers can learn how to help middle school children to resolve the conflicts characteristic of their lives. Analyses of 23 such books that focused on the ways that 10- to 16-year-old characters cope with a variety of problems and on the roles that adults play in causing or helping to alleviate those problems revealed five generalizations that seemed to hold true in all of the books. The generalizations are: the ways that children cope include the ways that adults cope with what is troubling or confounding; how children cope seems to be only loosely associated with their age and to be independent of their sex, racial or ethnic origins, social or economic status, or dwelling place; success'' feeling better about oneself, stronger, more capable, more knowledgeable is linked with all ways of coping; typically, the books show changes in ways that help characters to gain greater control over their lives; and adults who are informed, sensitive, patient, or loving helpers are more often neighbors or strangers than parents or teachers. Indeed, parents often contribute to children's problems and seldom to their solution, and teachers are as likely to add to children's problems as to diminish them. (A list of books that provide examples of ways that 10- to 16-year-old children cope is appended.) (FL)

ED 180 000 CS 205 379

Trager, Robert Dickerson, Donna L.

College Student Press Law. Second Edition.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Coll. Publications Advisers, Terre Haute, Ind.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-75-0029
Note-106p.
Available from-NCCPA Publications, School of Journalism, Lasher Hall, Ohio University, Athens, OH 45701 ($5.00 postpaid)
Pub Type- Books (010) - Guides - Non-Classroom (055) - Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrator Role, *Censorship, *Court Litigation, Faculty Advisors, Freedom of Speech, Higher Education, Journalism, *Legal Problems, School Newspapers, *Student College Relationship, *Student Publications, Student Responsibility, *Student Rights, Teacher Role
Identifiers-Information Analysis Products

This second edition of a monograph provides updated information on court decisions concerning college student publications and underground newspapers to acquaint advisers, administrators, and students with college student press law. Chapters of the monograph examine freedom of speech on the college campus; the relationship between colleges and student publications; permissible control by administrators; administrators as censors; the conflicting roles of publications advisers; a publication's responsibilities in the areas of libel, privacy, and obscenity; advertising; and additional matters of concern, such as contempt, copyright, endorsements, and broadcasting. An explanation of legal citations, a bibliography, and a list of court cases are included. (RL)

ED 180 001 CS 502 429

Weiss, Lisbeth K.

Annotated Bibliography of State Curriculum Materials in General Speech Communication, Mass Communication, and Drama/Theatre.

Pub Date-Sep 79

Note-16p.; Bibliography prepared at the University of Wisconsin

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annotated Bibliographies, *Educational Resources, Elementary Secondary Education, Higher Education, Instructional Materials, *Mass Media, *Speech Communication, State Departments of Education, *Theater Arts

Curriculum materials from 17 states are arranged in three sections in this annotated bibliography: general speech communication, mass communication, and drama/theater. These sections list a total of 53 resource bibliographies, handbooks, curriculum guides, materials listing educational objectives and activities, course outlines, and resource books that can be used by teachers at all educational levels. The entries provide information about the author, title, publication date, sponsoring agency or publisher, contents, and special features. (RL)

ED 180 002 CS 502 672

Tate, E. D.

Activation Theory and Uses and Gratifications Research.

Pub Date-1 Jun 79
Note-25p.; Paper presented at the Canadian Communication Association Conference (Saskatoon, Canada, June 1, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audiences, *Mass Media, Media Research, *Need Gratification, *Personality Theories, Psychological Patterns, Research Methodology, Television, *Television Viewing, *Use Studies
Identifiers-*Audience Response, Communication Research, Media Effects

Uses and gratifications research involves a critical appraisal of conceptual and theoretical issues in mass communication and is concerned with what audience members do with the media. Activation theory understands people as active manipulators of their environment. (Activation refers to that level of psychological and physiological excitement an individual habitually seeks. This level fluctuates during the day in a predictable pattern.) The two perspectives appear to be complementary in that both understand that people seek stimulus from the environment. Activation theory helps overcome the criticism that uses and gratifications research does not stipulate why people use the media by noting that the media are a part of the environment providing a variety in activities, information to help in understanding the world and self, and activities of various intensities. Since, as activation theory holds, one seeks to maintain an activation level within the customary level, the media provide activities to allow the lowering of a level that has become too high and the increase of a level that is too low. Instead of simply reacting to media content or of being manipulated by that content, activation theory and uses and gratifications research maintain that people use the media to meet their own needs. Uses and gratifications research in the future would be strengthened by some consideration of activation as the source of media usage. (FL)

ED 180 003 CS 502 673

Gudykunst, William B. Nishida, Tsukasa

Constructing a Theory of Intercultural Communication: The Promise and Paradox.

Pub Date-Aug 79

Note-21p.; Paper presented at the Speech Communication Association Summer Conference on Intercultural Communication (Honolulu, HI, August 2-4, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Culture Contact, *Information Theory, Needs Assessment, *Research Needs

Identifiers-*Communication Research, *Intercultural Communication

Because of the varied interests of the people involved in intercultural communication, there is little agreement over the definition of that concept. For this reason, no theories of intercultural communication exist; rather, the focus of recent writings in the field has been on a number of ``sensitizing concepts'' that provide a framework for beginning to understand communication between people from different cultures. The major problem with the utilization of such concepts is that they are often discussed in isolation and are seldom related directly to the process of communication. If the study of intercultural communication is to develop further, scholars in the field need to begin constructing theories. They must begin to adapt/modify current theorizing in the field of communication to take into consideration the major cultural variables that may intervene and influence the communication process. In addition, they must persuade communication scholars that all communication processes are similarly influenced by ``cultural'' variables. Thus the major promise of theorizing in intercultural communication lies in bringing about a convergence in the discipline on the importance of the cultural identity of communicators in understanding the communication process. Only by successfully accomplishing this task will the study of human communication be moved developmentally toward a ``mature science.'' (FL)

ED 180 004 CS 502 683

Cornish, Roger, Ed.
Older Americans on Stage.
American Theater Association, Washington, D.C.
Spons Agency-Alliance for Arts Education, Washington, D.C.
Pub Date- 79
Note-109p.
Pub Type- Reports - Research (143) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Directories, *Drama, *Older Adults, Program Descriptions, Program Development, *Senior Citizens, Surveys, *Theaters

This report describes an investigation of the recent senior adult theatre movement conducted by the American Theatre Association Senior Adult Theatre Project. Sections of the report concern: (1) the types of senior adult theatre organizations reporting, including those developed by parent theatre organizations and residential communities and those sponsored by universities and colleges and by civic and social organizations; (2) the goals and objectives of senior adult theatre groups, including therapy, issue exploration, cross generational contact, professional training, entertaining audiences, and touring; and (3) working principles and techniques practiced by senior adult theatre groups, such as play reading, variety, oral history, original play development, and creative drama and improvisational techniques. Other sections discuss theatre attendance programs, key variables in senior adult theatre, the question of artistic quality in senior adult theatre, and research in senior adult theatre. The appendixes include a list of contributors to the report, a selected reading list, and a directory of reporting senior adult theatre groups. (MKM)

ED 180 005 CS 502 692

Anapol, Malthon M.

W P G Atlantic City: A Forgotten Chapter In the History of Broadcasting.

Pub Date-Nov 79

Note-23p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Culture, *Broadcast Industry, Historiography, *History, Mass Media, *Popular Culture, *Programing (Broadcast), *Radio

Identifiers-*New Jersey (Atlantic City)

Municipal ownership and operation of radio stations, an interesting but forgotten variant approach to radio that flourished in the 1920s, is discussed in this paper. Specifically, it examines WPG in Atlantic City, New Jersey, the first and in many ways the most interesting example of municipal ownership of radio. WPG's operations are recounted from its first organizational meetings in 1922 until the city sold the station in 1939. Personal interviews and reviews of private papers indicate factors that contributed to the station's development and demise. Other sections of the paper discuss the type of programing that WPG broadcast, including information about black programing and black performers. (RL)

ED 180 006 CS 502 708

Routhier, Marc E.

The Spoken Word and Human Consciousness: A Bio-Physical Perspective.

Pub Date-Nov 79

Note-20p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Abstraction Levels, *Cognitive Processes, Communication (Thought Transfer), Language, *Language Development, *Language Processing, Language Research, *Psycholinguistics, *Speech Communication, *Verbal Communication

A discussion of the functions of human communication shows that underlying them is the cognitive process by which people have the ability to take the view of others, to internally represent reality, and to take into account knowledge and experience to choose future actions. These features of decentration and abstraction reveal the link between human communication and consciousness. Human speech also has characteristic features that make it amenable to some cognitive functions, due in part to the complementary evolution of the vocal-auditory modality and the brain-central nervous system. The spoken word achieves the level of an act that is simultaneously experienced by all participants in the communicative event, fixing attention, focusing awareness, and stimulating mental activity as the speech act occurs. Oral utterance thus encourages a sense of continuity with life, a sense of participation, because it is itself participatory. This conclusion is further supported by studies on brain lateralization, which propose that the spoken word as event and symbol situates the consciousness of the individual at the interface between states of awareness. (RL)

ED 180 007 CS 502 709

Foss, Karen A.

The Rhetoric of Betty Friedan: Rhetoric of Redefinition.

Pub Date-Nov 79

Note-33p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Discourse Analysis, *Feminism, *Language Usage, *Persuasive Discourse, *Rhetoric, *Rhetorical Criticism, Role Perception, *Sex Role, Social Influences, Speech Communication, Speeches

Identifiers-*Friedan (Betty)

Two speeches by Betty Friedan, author of "The Feminine Mystique" and first president of the National Organization for Women (NOW), are examined in this paper. The first speech analyzed, "Tokenism and the Pseudo-Radical Cop-Out," was delivered at Cornell University in January, 1969, and the second, a "Call to Women's Strike for Equality," was delivered at the NOW convention in Chicago on March 20, 1970. The first speech was selected for examination because it presents the core ideas of Friedan's views on feminism and the second speech was selected because of its impact on the women's movement. The purpose, context and audience, symbolic strategies, and effects of Friedan's discourse are analyzed as an initial step toward discovering whether a separate genre of women's rhetoric exists. Friedan's use of symbolic redefinition of women's roles is also noted. (MKM)

ED 180 008 CS 502 712

Bruhn, Diane Alley, Susan

Physician Advertising: The Debate.

Freedom of Information Center, Columbia, Mo.
Report No.-FOI-413
Pub Date-Nov 79

Note-9p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Court Litigation, *Federal Regulation, *Freedom of Speech, Health Personnel, Health Services, *Physicians, Professional Personnel, *Publicize, Public Relations
Identifiers-*Advertising

In the area of commercial speech, the courts face two competing rights: the public's right to know and the state's right to discipline members of the medical profession. The Federal Trade Commission has taken strong action against medical advertising prohibitions, and legal precedents have been set in Virginia Board of Pharmacy v. Virginia Citizens Consumer Council and Bates v. State Bar of Arizona. In some states, physicians have been allowed to advertise their services and prices, but they are not allowed to use testimonials or comparative advertising techniques. The precedents, as well as the problems, that have been created by the advertising of pharmacy, legal, and dental services indicate that physicians also will be permitted to advertise; but how this lifting of the medical advertising ban will affect professional standards and image remains to be seen. (RL)

ED 180 009 CS 502 713

Casmir, Fred L.

Germany's National Socialism and America's ``New Left'': A Comparative Study of Two-Neo-Romantic Political Movements and Their Rhetoric.

Pub Date-79

Note-29p.; Paper presented at the Annual Meeting of the Communication Association of the Pacific (Honolulu, HI, July 30-August 1, 1979)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Activism, Comparative Analysis, Discourse Analysis, European History, *Modern History, Political Issues, *Political Power, *Rhetoric, *Romanticism, Social Action, Speech Communication, United States History

Identifiers-*National Socialism (Germany), *New Left

Neo-Romantic aspects of Hitler's National Socialism Movement in Germany and the New Left movement in the United States in the 1960s and 1970s are detailed in this paper. Following a discussion of fundamental concepts, the paper analyzes the Romantic bases of the two movements, including their use of nonverbal symbols; their views on morality, sexual behavior, and history; their development of mythologies; and their identification with ``a cause.'' The paper then examines the rhetorical strategies of the two movements, specifically, their oversimplification of issues, their calls for faith in the movement and for action, their use of such terms as ``power'' and ``unity,'' and their personal attacks on a ``common enemy.'' (FL)

ED 180 010 CS 502 714

Okabe, Roichi

Yuben (Monthly Magazine on Oratory) in the Early Twentieth Century: A Case Study in the Promulgation of Western Rhetoric in Japan.

Pub Date-79
Note-11p.; Paper presented at the Communication Association of the Pacific Conference (Honolulu, HI, July 30-August 1, 1979)
Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Agents, Foreign Countries, History, Non Western Civilization, *Periodicals, Publications, *Rhetoric, *Speech Communication, Speech Skills
Identifiers-Intercultural Communication, *Japan

The scope, functions, significance, and implications of "Yuben," an early twentieth century Japanese magazine on oratory, are examined in this case study in intercultural rhetoric. The first section of the paper provides information about the magazine's genesis, including a discussion about its originator, Noma Seiji. The second section deals with its content, which included speeches and lectures by students as well as by political, social, and academic figures; articles on Western and indigenous rhetoric; and news of famous orators throughout the world. A third section covers the general public's reaction to the magazine, which was generally favorable. A concluding section notes that the magazine served as one of the driving forces in the Japanese modernization movement at the turn of the century. (FL)

ED 180 011 CS 502 715

Anderson, James A.

Research as Argument: The Experimental Form.

Pub Date-Nov 79
Note-17p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Persuasive Discourse, *Prediction, Predictive Measurement, Predictive Validity, Research Methodology, *Scientific Methodology
Identifiers-*Communication Research

The scientist who uses the experimental form does so in order to explain that which is verified through prediction. The prerequisites for prediction include a universe that is ordered, stable, independent, and knowable. Some assumptions of the predictive argument with respect to communication research are: the operating elements of the message are known, the message is perceived with communality across subjects, the evoking message and the behavior measured or the manipulation used generalize to a class of messages and behaviors or manipulations, the receiver state is known or is equivalent across subjects, the receiver states established during the manipulation can occur in a noncontrolled environment, the behavioral alternatives measured are not dependent solely on the conditions of manipulation, the interaction between the behavior and the entity of record are equivalent across subjects, the entity of record will generalize to a class of such entities or to other classes or recording entities, the known properties of the entity of record are related to the behavior measured, the conditions of manipulation have some equivalence in the noncontrolled environment, and the probability of the noncontrolled environment presenting equivalent conditions is of a significant value. Predictive arguments themselves can be causal, conditional, stochastic, or modeling, and differences among these depend on a priori theory and on statistical analysis. Reports of differences must deal with the importance of the area, the significance of the prediction, and the appropriateness of testing conditions. (TJ)

ED 180 012 CS 502 720

Glasser, Theodore L.

Accountability and Broadcast Diversity: A Proposal for Community Control of Radio Formats.

Pub Date-Nov 79
Note-18p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Broadcast Industry, *Differences, *Federal Regulation, Interests, *Programing (Broadcast), *Radio

The Federal Communications Commission (FCC) standards for diversity in radio broadcasting apply only to news and public affairs programing not to entertainment programing. In addition, the FCC has defined diversity solely in terms of what any one station broadcasts regardless of what other stations in the same service area may be programing. Diversity as a goal of broadcast regulation can be examined in the context of three hypotheses: it is mandated by the First Amendment; it is necessary to remedy a structurally deficient system of broadcasting; and it yields pluralistic programing, which is itself a "meritorious good." Of the three, the latter may be the most significant according to economist Bruce Owen, who suggests, however, that format duplication may increase consumer satisfaction. Listeners who prefer a particular kind of programing comprise a "community of taste" and these communities delineate a market's need for pluralistic programing even though a particular community of taste may not be of enough economic interest to advertisers to support a station. One solution might be for the FCC to establish local boards to identify communities of taste and assign stations to each. This would necessitate some form of subsidy for those stations assigned unprofitable communities of taste. (TJ)

ED 180 013　　　　　　　　　　　　　　　　CS 502 721

Weisenstein, Sharon
Access to Personal Medical Records.
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-412
Pub Date-Nov 79
Note-9p.
Pub Type- Information Analyses (070) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Civil Liberties, *Confidentiality, Confidential Records, Federal Regulation, Health Personnel, *Information Seeking, *Information Sources, *Medical Case Histories, *Privacy

Whether individuals should be allowed to see and correct their health records evokes controversy that revolves about citizens' rights to know what information is kept on them, society's duty to protect individuals' and doctors' rights, and the rights of employers and other parties to maintain the confidentiality of their files. A review of the viewpoints of health professionals, the current laws and regulations attending to the controversy, and major organizations and issues that prompt debate of the topic creates the appearance that there is no consensus on the wisdom of granting individuals access to their medical records. Whether or not medical record access for individuals becomes a concrete privilege, it promises to serve as a controversial stepping stone for the discussion of other rights among consumers. (RL)

ED 180 014 CS 502 722

Jandt, Fred E.

Gay Liberation as Ideological Conflict.

Pub Date-78

Note-23p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Blacks, *Civil Rights, Communication (Thought Transfer), *Conflict, *Conflict Resolution, *Homosexuality, Social Discrimination

A study was conducted using R. W. Mack and R. C. Snyder's properties of conflict systems as the basis for an analysis of the gay civil rights movement and comparing that movement to the movement for black civil rights. The analysis revealed that both movements served to facilitate personal identity through group solidarity; however, the gay rights movement was clearly distinct in that it represented a conflict that was predominately a value or ideological conflict. Violence as a mode of conflict resolution was projected as one of the possible outcomes of the gay rights movement. (Author/FL)

ED 180 015 CS 502 725

Dirr, Peter J. Pedone, Ronald J.

Uses of Television for Instruction 1976-77: Final Report of the School TV Utilization Study.

Corporation for Public Broadcasting, Washington, D.C.; National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-79
Note-88p.; For related document, see ED 148 397
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrative Personnel, Attitudes, *Educational Research, *Educational Television, Elementary Secondary Education, Expenditures, *Instructional Media, *National Surveys, School Surveys, Teachers, *Use Studies, Video Equipment

A survey of the uses of instructional telelvision (ITV) in elementary and secondary schools throughout the United States was undertaken by the Corporation for Public Broadcasting and the National Center for Education Statistics. Teachers, principals, and superintendents were queried in the areas of availability, commitment, actual use, and attitudes. A small sample of students was surveyed about actual use. The final sampling was representative of approximately 12,000 school districts; 90,000 school buildings; 2,275,000 classrooms; and 46,000,000 students. Results of the survey showed that approximately one out of three teachers used television regularly in 1976-77; approximately 15 million students received a regular portion of their instruction via television; most teachers who used television for instruction integrated it with other classroom activities; an estimated 73 to 100 million dollars was spent on ITV by school districts in 1976-77; 64% of school superintendents expected school district expenditures for ITV to increase or remain the same through 1980; only 17% of all teachers had been trained to use ITV; and teachers who had instructional television available most often cited their local public television station as a major source of ITV programing. (Appendixes contain the survey instruments used.) (MKM)

ED 180 016 CS 502 726

What Do We Know About Standards for Effective Basic Skills Programs?

Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 79
Note-44p.
Pub Type- Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basic Skills, Elementary Secondary Education, *Mathematics Instruction, Program Content, Program Descriptions, Program Development, *Reading Programs, *Speech Skills, *Standards, Teacher Education, *Writing Skills
Identifiers-Elementary Secondary Education Act Title II

The purpose of this booklet is to provide information on what is known about standards for effective basic skills improvement programs to persons developing such programs, philosophies, standards, and strategies. It also provides access to current thinking by practicing professionals on standards for building effective programs to eligible applicants for Title II grants and contracts. The eight sections in the booklet contain a position paper on basic mathematical skills prepared by the National Council of Supervisors of Mathematics; a report of the Kansas City Coordinating Conference on Mathematics Issues, held in 1978; the standards for basic skills writing programs developed by the National Council of Teachers of English; guidelines for the professional preparation of reading teachers devised by the Professional Standards and Ethics Committee of the International Reading Association; a discussion of reading programs that work; a reading program assessment scale developed by Right to Read; and a flow chart for program assessment and planning from the ``Right to Read Assessment and Planning Handbook.'' (FL)

ED 180 017 CS 502 727

Bernasconi, F. A.

Emerging Information Societies in an Interdependent World.

Pub Date-Sep 79

Note-8p.; Paper presented at the Annual Meeting of the International Institute of Communications (London, England, September 9-13, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Communication Problems, *Communications, Developing Nations, Foreign Countries, *Information Dissemination, *Information Networks, Information Science, Information Theory, Information Utilization, Mass Media, *Nationalism, *Telecommunication

Commenting on the trends toward the interlocking of emerging information societies and the growing interdependence of countries, this paper suggests the role that ``informatics'' (the rational and systematic use of information for planning and decision making) may play in the transition of societies into the information age. Two paradoxes challenging the builders of information societies are identified: countries must mold their own particular social situations in a context of wide international commitments, and countries involved in international cooperation agreements must also maintain their diversity. Suggestions for meeting the challenge include changing the basis for measuring the development of emerging countries from gross national product, literacy, or personal income criteria to how well the countries manage and apply their information sources and developing systems of national information resource management. The role of information in emerging information societies is outlined, including the results of the Intergovernmental Conference on Strategies and Policies for Informatics (SPIN) and an Intergovernmental Bureau for Informatics (IBI) survey on international informatics. The role of IBI is defined, and the paper concludes with a call for collaboration between IBI and the International Institute of Communications. A table of characteristics of ten newly industrialized countries is appended. (AEA)

ED 180 018 CS 502 728

Ostry, Bernard

The Information Revolution'': Information, Communications and Culture.

Pub Date-Sep 79

Note-12p.; Paper presented at the Annual Meeting of the International Institute of Communications (London, England, September 9-13, 1979)

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Communication Problems, *Communications, *Cultural Awareness, *Cultural Background, *Cultural Environment, Cultural Exchange, Culture Contact, *Futures (of Society), Information Dissemination, Information Processing, Nationalism, *Technological Advancement

Today's communications systems and technology facilitate the erosion of cultural differences, threatening cultural sovereignty. In the fifteenth century, the first information revolution created the concept of the nation-state with its unique cultural identity. The technology of the second information revolution, which has advanced video broadcasting and computer information processing, threatens that cultural identity by weakening the nation-state concept on which world order and international institutional structures are founded. This is especially apparent in Canada, where the cultural heritage of the Quebec French Canadians is being bombarded by noncultural information. The technology of the information delivery system is most highly developed over the North American continent, and the resources of the program production industry in the United States are overwhelmingly greater than Canadian resources. Canada and other concerned nations in today's communication environment must respond by redoubling efforts toward creating environments that allow national culture to flourish. The International Institute of Communications, whose memebers come from both developed and developing countries, is excellently structured to provide a forum for dealing with the growing pains that result from this second information revolution. (RL)

ED 180 019   CS 502 729

Kroloff, George

The New World Information Order Revisited.

Pub Date-Sep 79

Note-14p.; Paper presented at the Annual Meeting of the International Institute of Communications (London, England, September 9-13, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Communication Problems, *Communications, *Developing Nations, Information Dissemination, *Information Networks, Information Utilization, *Socioeconomic Influences, Socioeconomic Status

Identifiers-*International Communication

Perspectives that stem from the free enterprise philosophy/economy of the United States make up this paper that presents a private American citizen's view of several international communications/information issues. Topics discussed include the World Administrative Radio Conference; direct broadcast by satellite; the transfer of technology between nations; the economic and social aspects of media; the immense diversity of media; the need for strong, accurate media representing more than one point of view in all nations; the question of cultural imposition; the proliferation of consumer oriented societies; and the need for effective communication between those who deal with information systems, especially in developing nations. (AEA)

ED 180 020 CS 502 730

O'Brien, Rita Cruise

Specialised Information and Global Interdependence Problems of Concentration and Access.

Pub Date-Sep 79

Note-18p.; Paper presented at the Annual Meeting of the International Institute of Communications (London, England, September 9-13, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Developing Nations, *Futures (of Society), Information Needs, Information Processing, *Information Science, *Information Systems, *International Relations, *Technological Advancement, Technology Transfer

Suggestions for strengthening information sharing and expertise are needed, especially in view of the establishment of new organizational capacities for economic and technical cooperation by developing countries in the southern hemisphere. In the immediate future, the bargaining capacity of countries will be weakened by the lack of initiative by countries to share information science, and by the lack of an effective organization for serving information needs in a systematic way. At both national and intergovernmental levels, an enlargement of information capacity by developing nations may improve the situation; but serious consideration must be given to how electronic resources can be deployed most effectively. The present enthusiasm for informatics requires too much national planning and intergovernmental cooperation. Information systems themselves will not promote growth and development, nor will they strengthen the bargaining power of developing countries in the southern hemsisphere. Skepticism and critical reflection may direct information resources toward better service, thereby forestalling the creation of new forms of disadvantage. (RL)

ED 180 021 CS 502 731

Hughes, Geoffrey
Teletext Prestel's Big Brother.
Pub Date-Sep 79
Note-12p.; Paper presented at the Annual Meeting of the International Institute of Communications (London, England, September 9-13, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Communications, Delivery Systems, Foreign Countries, Information Services, *Information Sources, Information Storage, Information Utilization, *Media Technology, *Telecommunication, *Telephone Communication Systems, *Television
Identifiers-Advertising, *Great Britain, *Teletext System

Prestel, Oracle, and Ceefax are telephone based video text systems currently in use in Great Britain. Rather than being considered as competitors, they should be viewed as complementary media with separate functions based on their differences. All use home television sets to receive information in print, and all broadcast on spare TV lines in the vertical interval, or space between the pictures. Prestel is an interactive system in which viewers can send messages to a computer and interact with the system. After viewing a table of contents, viewers can request specific pages from the computer. Prestel has the capacity to carry hundreds of pages dedicated to special information needs of consumers, such as a specific sector of industry. Oracle and Ceefax are teletext systems sponsored by ITV and BBC, respectively, in which the viewer can only interact with the receiver and must wait for the page wanted to come around on the cycle. A hundred page cycle now takes about 22 seconds; improvement of access time is planned. Teletext is now a broadcast service with no charge that provides entertainment pages and television related information such as serial updates, film reviews, and program listings. Future possibilities for the teletext systems include supporting television with advertising, subtitling, regionalization of services, and increased telesoftware programs. (MKM)

ED 180 022 CS 502 733

Nascimento, Christopher A.

Conflict or a Free and Open Encounter.

Pub Date-Sep 79

Note-9p.; Paper presented at the Annual Meeting of the International Institute of Communications (London, England, September 9-13, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bias, Censorship, *Communication Problems, *Developing Nations, Foreign Countries, *International Relations, Mass Media, *News Reporting

Identifiers-*Guyana (Jonestown)

An illustration of the dependence and vulnerability of the Third World in relation to the First World especially North American news flow is illustrated by the news coverage of the events surrounding Jim Jones and the People's Temple in Guyana. Three editorial attitudes emerged in that coverage: an almost total absence of interest in the country where the tragedy occurred; a seeming determination on the part of the North American media to pursue an editorial policy supportive of accusatory, as distinct from investigatory, reporting; and an almost universal determination on the part of editors to protect the reputations of their reporters. Accusatory reporting followed by editorial censorship aimed at protecting reputations of reporters may be seen in articles that accused the Guyana government of not anticipating the tragedy and of not having full access to Jonestown, that accused the deputy prime minister and the wife of the prime minister of having personally taken possession of one million dollars in cash and jewelry and of taking it to government headquarters,'' and that accused the prime minister's wife of being a strong advocate'' of the People's Temple. When corrections and apologies for the factual errors were sought by Guyanese government officials, there were no satisfactory results. (TJ)

Thomas, Hilary B.

Current Developments and Trends in Videotex and Teletext.

Pub Date-Sep 79
Note-16p.; Paper presented at the Annual Meeting of the International Institute of Communication (London, England, September 9-13, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Communications, *Delivery Systems, Foreign Countries, Information Services, *Information Sources, Information Utilization, Mass Media, *Media Technology, Publishing Industry, *Telecommunication, *Telephone Communication Systems

The major developments in videotex and teletext throughout the world are reviewed and the impact these developments are likely to have on the future of electronic publishing media is analyzed in this paper. Various sections of the paper provide discussions of the following: the terminology of the new field; implementation of videotex/teletext services; global trends in videotex, including the use of Prestel, technical trends, and problems and unknowns; and international reactions to videotex/teletext, emphasizing the carriers, the manufacturers, the information (service) providers, and the users. (FL)

ED 180 024 CS 502 735

Carney, John J., Jr.
Technological Culture and Human Communication.
Pub Date-Jul 79
Note-15p.; Paper presented at the Conference on Developing Oral Communication Competence in Children (Armidale, Australia, July 12-18, 1979)
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiences, Change Agents, Children, Childrens Television, *Communication (Thought Transfer), Communication Problems, *Critical Thinking, Elementary Secondary Education, Interaction, *Mass Media, *Social Change, Technological Advancement, *Television, *Television Viewing

Children need to develop skills enabling them to respond to television efficiently, analytically, and with discrimination. Removing children's advertising from television will not help them to understand the nature of the appeals used by the advertiser, who will find other means of reaching children; and advocating no violence on television brings children no closer to understanding human aggression. Education is the way to guard human communication from the liabilities of technological culture. Broadening perspectives about mass culture should help to decrease anxieties about the mass media. The next step is to recognize that technology does not introduce a new problem nearly so much as it aggravates very old ones; this means that the basic problem is one of human interaction, human communication. Instead of worrying about the child's interaction with television, teachers should concentrate on how television affects other forms of human interaction; for the communication revolution has brought people together while estranging them at the same time. The thing to do in this situation is teach fundamentals, developing the critical thinking skills that enable more complex decisions about television viewing and media usage. By teaching the maxims of mass communication, teachers can show their students how to understand the mass media, thereby controlling them. (RL)

ED 180 025 CS 502 736

Spearritt, D.

Relationships Among the Four Communication Skills during the Primary School Years.

- Sydney Univ. (Australia).
Pub Date-Apr 79
Note-13p.; Paper presented at the Conference on Developing Oral Communication Competence in Children (Armidale, Australia, July 12-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Skills, Educational Research, Foreign Countries, *Listening Skills, Longitudinal Studies, Primary Education, *Reading Skills, Relationship, Speech Skills, *Writing Skills
Identifiers-*Australia, *Communication Research

This is the first report arising from a large-scale research project on the development of skills in English in the primary schools of Sydney, Australia. Specifically, it reports on a study of the extent of the relationship among the four communication skills (reading, writing, listening, and speaking) in a sample of 314 children and on a longitudinal study of the developing pattern of relationships among the skills as those children proceeded through primary school. The report provides information on the sample and the measures of communication skills used in the study, the rating procedure for the student compositions and talks, the results, and the implications of the study. (FL)

ED 180 026 CS 502 738

Klopf, Donald W.

Educating Children for Communication in a Multicultural Society.

Pub Date-Jul 79
Note-15p.; Paper presented at the Conference on Developing Oral Communication Competence in Children (Armidale, Australia, July 12-18, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Children, Communication Skills, *Cultural Awareness, Cultural Differences, Cultural Pluralism, Culture Contact, Elementary Education, *Intercultural Programs, Interpersonal Relationship, *Multicultural Education, *Social Studies, *Speech Communication
Identifiers-*Intercultural Communication

The key to educating children for communication in a multicultural society is to show them the components of intercultural communication and to make them aware of the characteristics that distinguish one culture from another. The major components of intercultural communication can be divided into three categories: the determiners of behavior, the causes of behavior differences among people, and the ways people confront the unknown. The determiners of behavior include experiences, needs (inclusion, control, and affection), personal values, and beliefs. Differences in behavior result from perception, symbol usage (language), and role behavior. Confronting the unknown can lead to ethnocentrism, stereotyping, and prejudice. An example of a program that attends to these components in exercises and reading materials for children is the Hawaii Multicultural Awareness Project, which was developed by the University of Hawaii's Curriculum Research and Development Group. Aimed at fourth through ninth grade social studies classes, the program incorporates several themes about various cultural celebrations to achieve six objectives: developing multicultural awareness, tolerance, and appropriate behavior; adapting to culture shock; eliminating cultural bias; and creating positive multicultural attitudes. (RL)

ED 180 027 CS 502 739

Dunkin, Michael J.

Students' Oral Contributions to Classroom Verbal Interaction.

Pub Date-Jul 79

Note-11p.; Paper presented at the Conference on Developing Oral Communication Competence in Children (Armidale, Australia, July 12-18, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Communication, *Cognitive Processes, *Educational Research, Elementary Secondary Education, Linguistics, Literature Reviews, *Research Reviews (Publications), *Speech Communication

Identifiers-Communication Research, *Oral Language

This review of the literature related to research on oral communication in the classroom pursues two issues: the types of oral contributions students make and whether those types are related to school achievement. In considering research on oral communication in classrooms, the paper looks at information that considers whether the communication was an initiation or a response, the relation of student performance of pedagogical moves to student achievement, the cognitive properties of various classroom discourses, and the linguistic properties of student talk. It then briefly provides direction for improving student oral communication in classrooms. (TJ)

ED 180 028 CS 502 740

Wootton, Astrid

A Programme in Oracy.

Pub Date-Jul 79

Note-9p.; Paper presented at the Conference on Developing Oral Communication Competence in Children (Armidale, Australia, July 12-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), Communication Skills, Educational Assessment, Educational Philosophy, *Educational Theories, Foreign Countries, *Language Instruction, *Program Descriptions, *Speech Instruction, Teacher Attitudes, *Teaching Methods, Teaching Skills

Identifiers-*Oral Language

The oral English program of a parochial girls' school in Australia is described in this paper. Included in the description are the schedule of classes; the qualifications of the teaching staff; and the teaching philosophy, which is based on the concepts that students absorb more during classes than the manifest lesson content and that the greater the variety of linguistic demand, the greater the control of language usage built by students. Emphasized in the report is the rapport and mutual support among the instructional staff and the importance of building interpersonal relations in the classroom between teacher and students. Problems of assessment in such a program are also discussed. (AEA)

ED 180 029 CS 502 742

Lieb-Brilhart, Barbara

Oral Communication Instruction in the U.S.A.: Emerging Issues.

Pub Date-Jul 79

Note-22p.; Paper presented at the Conference on Developing Oral Communication Competence in Children (Armidale, Australia, July 12-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Skills, Educational Assessment, Educational Theories, Elementary Secondary Education, Literature Reviews, Program Content, *Speech Communication, *Speech Instruction, Student Evaluation, *Teacher Evaluation, *Teacher Role

This review of the status of speech instruction is divided into five parts, each addressing a separate issue. The first part describes the context for a change in approaches to communication instruction. The second part lists those ingredients essential to a good program, including the communication functions of controlling, feeling, informing, ritualizing, and imagining. The third part responds to the question of who should teach communication skills by defining five roles teachers play in the classroom and suggesting goals for teachers and students. To operationalize those goals, a checklist is offered for principals or other observers to describe teachers' communication behaviors. The fourth part describes an ideal oral communication program, and the fifth part suggests methods of assessing oral communication skills. (AEA)

ED 180 030 CS 502 743

Noble, Grant

Television and Oracy: A Psychological Viewpoint.

Pub Date-Jul 79

Note-9p.; Paper presented at the Conference on Developing Oral Communication Competence in Children (Armidale, Australia, July 12-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, Associative Learning, *Communication Skills, Educational Television, Elementary Secondary Education, Foreign Countries, Immigrants, *Interpersonal Competence, *Language Development, Language Instruction, Preschool Education, Role Models, *Socialization, Speech Communication, *Television Research, *Television Viewing

Identifiers-*Australia, Oral Language

Australian studies show that television assists in the socialization of immigrants, changing and shaping their self-images and perceptions of reality and fostering their interpersonal communication skills. Studies conducted to evaluate the introduction of television have found that television helps in the vocabulary development of young children. Comparisons of "Sesame Street" with the Australian program "Playschool" suggest, among other findings, that "Playschool" is more appropriately designed for four-year-olds than is "Sesame Street" and increases oral competence in a much more generalized way than does "Sesame Street," that "Playschool" encourages oral responses from children, and that the success of "Playschool" may stem from its promotion of associative learning of word meanings. Other studies suggest that television can provide children with a shared symbolic structure, thus facilitating interpersonal communication. A study of the uses and gratifications provided by the television program "Happy Days" suggests a number of conclusions, among them that adolescents watch the show so they can talk about it with others; that younger adolescents interact with the characters, making use of inner speech processes; that younger adolescents learn social skills and assertiveness from the program; and that the majority of adolescents respond to rather than identify with the program's characters. (GT)

ED 180 031 CS 502 745

Croft, Martyn

Auditory Imagination.

Pub Date-Jul 79
Note-12p.; Paper presented at the Conference on Developing Oral Communication Competence in Children (Armidale, Australia, July 12-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audition (Physiology), Aural Learning, *Aural Stimuli, *Communication Skills, Creative Ability, Dramatics, Early Childhood Education, *Imagination, *Language Development, Listening Skills, Literature, Thought Processes
Identifiers-*Auditory Imagination

Auditory imagination is used in this paper to describe a number of issues and activities related to sound and having to do with listening, thinking, recalling, imagining, reshaping, creating, and uttering sounds and words. Examples of auditory imagination in religious and literary works are cited that indicate a belief in an imagined, expected, or hidden world of sound that lies outside the natural or human-made sounds. A discussion of four specific issues as areas within the total domain of auditory imagination is presented to add to the understanding and appreciation of the whole. The four issues discussed are: the principle of the relationship between naming and bringing into being, the extent to which sound and oral language skills attained a degree of perfection in the ancient Greek civilization, examples of auditory imagination in the works of Shakespeare, and sound impression and oral language experiences of children as they relate to the development of auditory imagination. (MKM)

ED 180 032 CS 502 746

Bourke, Sid

The Assessment of Oracy: Feasibility and Methods.

Pub Date-Jul 79

Note-12p.; Paper presented at the Conference on Developing Oral Communication Competence in Children (Armidale, Australia, July 12-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Basic Skills, Educational Accountability, *Educational Assessment, Educational Research, Elementary Secondary Education, Evaluation Methods, *Feasibility Studies, Foreign Countries, *Listening Skills, *Speech Skills, *Student Evaluation, Teacher Attitudes

Identifiers-*Australia, *Oral Language

A feasibility study has been conducted in Australia to investigate school and teacher objectives and practices in the development of oracy, to determine oracy skills agreed to be important, and to assess the feasibility and desirability of testing competence in oracy. The need for oracy assessment arises from a need for schools to account for fundamental learning outcomes, from expressed teacher needs, and from the omission of oracy assessment from previous studies of the literacy of Australian students. The feasibility study involved group interviews with teachers to determine oracy objectives and practices, after which a framework was developed to classify listening and speaking tasks. The tasks were classified according to three dimensions: required abilities in the areas of oral vocabulary, understanding and use of literal and implied meanings, and analytical and critical thinking; the context of the oracy task; and the purpose in listening or speaking. A total of 22 listening and 22 speaking objectives were identified for assessment, and separate listening tests (based on answering questions about tape-recorded material) and speaking tests (based on individual interviews) were developed for students aged 10 to 14 years and administered to approximately 1,300 students. The results will be analyzed with respect to student performance, relation of oral language to listening and word knowledge performance, and relation of student background and nature of school program to performance. (GT)

ED 180 033 CS 502 747

Boomer, Garth

Oracy in Australian Schools (Or Doing What Comes Naturally).

Pub Date-Jul 79

Note-12p.; Paper presented at the Conference on Developing Oral Communication Competence in Children (Armidale, Australia, July 12-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Language, *Classroom Communication, Educational Needs, Elementary Secondary Education, Foreign Countries, *Language Development, *Language Instruction, *Language Research, Preschool Education, *Speech Communication, Student Teacher Relationship, *Teacher Behavior

Identifiers-Australia, *Oral Language

Based on the assumption that the same conditions that promote talk in the preschool years might continue to promote oracy if they could be replicated in schools, this paper investigates conditions most likely to promote growth in oral communication, summarizes the findings of two relevant Australian research studies, and draws implications for teaching oracy in schools. It first discusses eight factors likely to promote oracy: the tracking by adults of children's language development, empathy and respect for the child's meaning, the use of speech to achieve specific purposes, interactions with adult speakers, word play, situations that provide challenge and involvement, contexts that promote conceptual growth, and exploratory talk. The paper then summarizes findings of a study that revealed the constricting nature of much teacher questioning at the lower primary level and of a study of the talk environment at the secondary level, which suggested that teachers monopolize the talk space and discourage open communication. The paper concludes by pointing out the need for educators to develop situations that make language demands related to those of the real world, to arrange these situations in a developmental sequence, and to translate the known principles of language growth into a workshop-type approach that provides amply for trial, error, and feedback and that ensures that learners see purpose in the endeavor. (GT)

ED 180 034 CS 502 748

Christie, Frances

The Language Development Project and Oral Communication in School Years 5-8.

Pub Date-Jul 79

Note-22p.; Paper presented at the Conference on Developing Oral Communication Competence in Children (Armidale, Australia, July 12-18, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, Foreign Countries, *Language Development, Language Processing, Language Research, Language Usage, Linguistics, *Program Descriptions, *Speech Communication, Speech Skills, Teacher Improvement

Identifiers-*Australia, *Oral Language

The national Language Development Project in Australia, an undertaking concerned with informing teachers on matters to do with language, language development, and language and learning, is described in this report. The various sections of the report establish the project's purposes; offer discussions of developments in thinking and research of the 1960s and 1970s that have shaped professional opinion about language and education in Australia, including studies in early childhood language development, language in learning, and language variety; outline the relationship of the Language Development Project to that body of opinion; and analyze possible trends in language development in Australia to which the project might contribute particularly in oral communication. (FL)

ED 180 035 CS 502 749

Pederson, Lucille M.

Foreign Medical Graduates: Identification of Specific Problems and Methods for Improving Their Communication Skills.

Pub Date-Aug 79

Note-20p.; Paper presented at the Speech Communication Association Summer Conference on Intercultural Communication (Honolulu, HI, August 2-4, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Problems, *Communication Skills, Culture Conflict, *Foreign Medical Graduates, Inservice Education, Language Skills, Medicine, Program Descriptions, Speech Skills

Noting that approximately one third of the medical internships and residencies in the United States are filled by foreign medical graduates (FMGs), this paper argues that institutions where FMGs are administering care have failed to deal with the communication gaps created by language deficiencies and cultural barriers. The paper identifies specific problems facing the FMGs and describes teaching methods used for improving their communication skills. It concludes with recommendations for ways communication experts and medical professionals can cooperate in offering communication expertise to the FMGs. (FL)

ED 180 036 CS 502 751

Danielson, J. E. Seiler, William J.

Learners Cognitive Style and Levels of Learning in Television and Print Instruction for Use in Open Learning: An Exploratory Study.

Spons Agency-University of Mid-America, Lincoln, Nebr.

Pub Date-Nov 79

Note-31p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Adult Education, Adult Learning, Adults, *Cognitive Style, *Continuous Learning, Educational Research,

*Instructional Materials, *Intermode Differences, *Learning Characteristics, Media Research, *Media Selection, Response Mode

The purpose of this study was to determine the relationships between academic achievement, rote learning, learning for understanding, cognitive style, and the medium of presentation (print versus television) for adult students in lifelong learning situations. A content learning package was prepared for presentation in the two media and administered to 181 subjects. Following this instruction, the subjects were tested for achievement and rote/understanding levels of learning. Analysis of the results indicated that subjects receiving the print treatment scored significantly higher on the rote level questions than they did on the understanding level questions. Subjects receiving the television treatment scored significantly higher on the understanding level questions than on the rote level. A significant relationship between cognitive style and achievement occurred. It also was found that field-independent subjects scored higher than field-dependent subjects on rote questions. (RL)

ED 180 037 CS 502 752

Heath, Robert L.

Perfect Political Myth As Substance for Social Movement Vulnerability.

Pub Date-Nov 79
Note-19p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cultural Images, *Political Attitudes, *Political Socialization, Rhetoric, *Social Action, *Social Change, United States History

The political myth of a nation substantially influences the way people behave, the goals to which they aspire, and the rationale upon which common actions are taken and through which rhetorical identification can be achieved. Myth is the image at the center of a culture that is the ideal of the culture's excellence. Myths are not accurate descriptions of reality, nor are they totally separate from nor contrary to reality. Rather, they give order, definition, and evaluation to an otherwise chaotic reality. They provide a common ground of thought and perception that establishes ideal circumstances and boundaries of behavior. The nature of the fundamental political myth of a culture and the scene that it creates poses three alternatives to those who seek to change the dynamics of society: leaders can use the myths as the foundation of rhetorical identification; they can change the myths and the concomitant scene thereby creating new requirements for sociopolitical action; or they can reapply the myths. By appeals that heighten the inconsistency between the perfection of the myths and their application, society is vulnerable to social change. (TJ)

ED 180 038 CS 502 754

Sherblom, John Reinsch, N. L., Jr.

Persuasive Style: Some Verbal Concomitants of Conversational Persuasion.

Pub Date-Nov 79

Note-20p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Skills, Discourse Analysis, Language Styles, *Language Usage, *Persuasive Discourse, Research, *Speech Communication

Identifiers-*Communication Research

To test whether verbal choices in a persuasive setting would show less diversity and more qualification than those in a nonpersuasive setting, a study involving 24 college students was undertaken. The subjects were divided into five groups and each group was asked to role play two situations: one calling for the subjects merely to be conversational and the other requiring them to be persuasive. Diversity'' was operationalized with type-token ratios (TTR) and mean word length (MWL). Qualification'' was operationalized with noun-verb/adjective-adverb (NV/AA) ratios and verb/auxiliary verb (VAV) ratios. Significant TTR and directional MWL results supported the prediction of decreased diversity, and significant VAV ratio results supported the prediction of increased qualification. However, directional NV/AA ratio results were contrary to prediction. The NV/AA ratio results were interpreted as indicating that subjects coped with the conflicting demands of the persuasive situation by reducing their use of adjectives and adverbs while increasing their tentativeness through verb selection (VAV). (Author/FL)

ED 180 039 CS 502 755

Ratliff, Gerald Lee
Piaget in Performance: The Role of Games'' in Creative Dramatics.
Pub Date-Nov 79
Note-14p.; Paper presented at the Annual Meeting of the Speech Communication Association (San Antonio, TX, November 10-13, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childrens Games, Classroom Games, *Cognitive Development, *Creative Dramatics, Educational Research, Elementary Education, Language Skills, *Learning Activities, Learning Experience, Teaching Methods
Identifiers-*Piaget (Jean)

Jean Piaget's theories of child development and the nature of intelligence are adapted to creative dramatics in this description of two games for children aged 6 through 12. The first game discussed incorporates a touchy-feely box,'' a cardboard construction with openings on two sides so that a child may reach inside, select, and describe an object without seeing it. The second game described involves the teacher in displaying pictures of various zoo animals, discussing the animals' characteristics, asking the children to recreate the animal on paper or with modeling materials after the picture is put away, and then asking them to provide sounds and imitative body movements of the animals. The paper suggests that it would be beneficial to educators if there were continued exploration of the ways Piaget's psychological studies and gaming strategies might be applied to future investigation of the communication and performance arts. (AEA)

ED 180 040 CS 502 756

Olsen, Judith E.

The Relationship between Sex-Role Stereotyping in TV Programming and Children's Autonomy.

Pub Date-Nov 79

Note-33p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Differences, *Childhood Attitudes, Elementary Education, Individualism, *Individual Power, Modeling (Psychological), *Programing (Broadcast), Role Models, Self Actualization, Sex Differences, *Sex Role, *Sex Stereotypes, Socialization, *Television, Television Research, Television Viewing

Six classes with 20 students per class participated in a study to determine the effects of television programing's stereotyped images on children's autonomy (independence of thought and action). Classes of first and second grade students and two classes of fifth grade students were the experimental groups, while the third and sixth grade classes served as control groups. A pretest, the Games and Activities Checklist, was used to control the number of subjects both high and low in sex-role stereotyping. The experimental subjects observed videotapes of either traditional or nontraditional female television characters. The Children's Dependency Scale was used as the posttest. The results supported three of six hypotheses that were proposed: boys got significantly higher scores on the autonomy scale than girls; fifth grade students scored higher for autonomy than first and second grade children; and fifth grade students who observed nontraditional female roles scored higher than children in other age or treatment groups. The hypotheses that were not supported were that higher scores would occur for children in the nontraditional setting, for boys observing the nontraditional roles, and for fifth grade boys. (RL)

ED 180 041   CS 502 757

Silverman, Fred
Television and the New Technologies.
National Broadcasting Co., New York, N.Y.
Pub Date-24 Jul 79
Note-12p.; Paper presented at the meeting of the California Broadcasters Association (Monterey, CA, July 24, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Broadcast Industry, *Broadcast Television, Cable Television, *Commercial Television, *Mass Media, *Media Technology, Video Cassette Systems

In this speech the president of the National Broadcasting Company offers some views on the impact of new and developing home video services and technologies such as cassette recorders and cable and pay television. He also outlines his views on the competition superstations and occasional networks'' provide the commercial networks and concludes with his opinions on the vitality of commercial television during the 1980s. (TJ)

ED 180 042 CS 502 758

Nyquist, Jody L. Staton-Spicer, Ann Q.

The Use of Non-Traditional Intervention Strategies for Improving the Teaching Effectiveness of Graduate Teaching Assistants.

Pub Date-Nov 79

Note-26p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Change, Change Strategies, Communication Skills, *Effective Teaching, Higher Education, *Microteaching, Modeling (Psychological), *Skill Development, *Speech Communication, *Teacher Education, *Teaching Assistants, Teaching Methods, Training Techniques, Videotape Recordings

Three nontraditional intervention strategies are examined as approaches for improving the teaching effectiveness of graduate teaching assistants (TA's) in speech communication. The approaches include the ``standard-other model,'' which demonstrates how others display the desired behaviors; the ``self-as-model,'' which takes advantage of self-evaluation techniques; and the ``bug-in-the-ear model,'' which uses a transistorized receiver to give the learner immediate feedback/direction from an observer of the practice situation. The previous uses, advantages, disadvantages, and suggested applications for speech communication TA training of each of these approaches are discussed. (RL)

ED 180 043 CS 502 759

Van Rheenen, Dwayne D. And Others

Communication in the Helping Professions: Theory, Research, and Pedagogy.

Pub Date-May 79

Note-22p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, PA, May 5-7, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Communication Skills, Curriculum Development, *Helping Relationship, Higher Education, *Individual Counseling, Instructional Design, Interpersonal Relationship, *Speech Communication, *Therapy

Identifiers-*Communication Research

Since the relationships among theory, research, and pedagogy often are not clearly explicated in the literature on communication in the helping professions, this paper seeks to remedy the situation by exploring these relationships. Part I presents the general perspectives and orientations that are used to study and explain communicating in helping relationships. Part II reviews selected research findings on messaging and patterns of communicating. Part III presents an instructional approach for a course about communication in the helping professions. Throughout the paper, the discipline of speech-language pathology is used as an exemplar of how communication in helping relationships has been studied. (Author/RL)

ED 180 044 CS 502 760

Ferris, Charles D.
The New Television: Changing the Medium, Enriching the Message.
Pub Date-May 79
Note-10p.; Address presented at the Academy of Television Arts and Sciences (Los Angeles, CA, May 24, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Art Expression, *Commercial Television, Conformity, *Creative Expression, *Federal Regulation, Mass Media, *Media Technology, Policy Formation, *Programing (Broadcast), Quality of Life, *Television Viewing

The television industry is being dramatically transformed by new communications technology that in the coming decade will offer opportunities and dangers limited only by the imagination and wisdom of those producing television's artistic product and those regulating the proliferation of that product. The most dramatic and profoundly important advance in the history of communications has been the invention and improvement of television. Television has developed into a medium, however, where every second means revenue, and television artists face a different set of constraints from artists who communicate in other ways. Those constraints include getting a 30% share of the viewing audience, engaging an audience predisposed to passivity, and dealing with market researchers and network executives whose goals are fundamentally different from those of the artists. It is not the heavy hand of federal regulations, but the hand of a conforming market that today limits television's potential. Television must offer a genuine choice to the artist who seeks to explore new insights and techniques and to the viewer who seeks a program suited to individual needs, tastes, and schedules. (AEA)

ED 180 045 CS 502 761

Thomas, David A.

Secession and Slavery: Jefferson Davis's Rhetorical Visions of the South.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Biloxi, MS, April 11-14, 1979)

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Discourse Analysis, *Persuasive Discourse, *Rhetoric, Rhetorical Criticism, Slavery, *Southern Attitudes, *Speech Communication, Speech Skills, *United States History

Identifiers-*Davis (Jefferson)

Using some of the tools of fantasy theme analysis, this paper analyzes the rhetoric of Jefferson Davis, president of the Confederacy during the United States Civil War, as an expression of the rhetorical visions of the American South. Specifically, the paper deals with two speeches Davis's farewell to the United States Senate, from which he resigned in 1861, and his inaugural address. The rhetoric is examined in terms of the dual themes of slavery and secession, the most important themes requiring rhetorical justification in light of the impending war. The paper concludes that in terms of logical argument, the themes developed by Davis made up an acceptable debate case or legal brief; it contends, however, that as a rhetorical vision to nurture the people throughout the war years, Davis's rhetoric was indicative of a dogmatic, pathetic naivete. (FL)

ED 180 046 CS 502 763

Gouran, Dennis, Ed.
Central States Speech Association.
Pub Date-79
Note-114p.
Journal Cit-The Central States Speech Journal; v30 n1 Spr 1979
Pub Type- Collected Works - Serials (022) - Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Attitudes, Conflict, Discourse Analysis, *Information Theory, Persuasive Discourse, Politics, Research, *Research Methodology, Research Needs, *Rhetorical Criticism, *Speech Communication
Identifiers-*Communication Research

The focus of the contributions to this journal issue is communication theory and research. Following an introductory article that deals with the need for quality control in the criticism of communication research, eight articles offer discussions of the following topics: the nature of criticism in rhetorical and communicative studies, some issues in evaluating the social significance of communication research, a critical celebration of criticism of communication theory and research, fundamental issues in the criticism of communication theory and research, suggestions for the design of empirical communication studies, the impact of value and self-esteem messages in persuasion, the effects of substantive and affective verbal conflict on the quality of decisions of small problem-solving groups, and a communication perspective on deviation. Two additional articles offer a commentary on Ronald Reagan's attempt to build a national majority in his 1976 campaign for the presidency of the United States and a discussion of political reality and rhetorical criticism. (FL)

Brideau, Linda B. Allen, Vernon L.

Multichannel Communication: The Impact of the Paralinguistic Channel on Facial Expression of Emotion.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WRDCIS-TR-500
Pub Date-Mar 79
Grant-OB-NIE-G-78-0217
Note-49p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affective Behavior, *Expressive Language, Higher Education, *Nonverbal Communication, *Paralinguistics, *Perception, Physical Characteristics, *Psychological Patterns
Identifiers-*Communication Research

A study was undertaken to examine the impact of the paralinguistic channel on the ability to encode facial expressions of emotion. The first set of subjects, 19 encoders, were asked to encode facial expressions for five emotions (fear, sadness, anger, happiness, and disgust). The emotions were produced in three encoding conditions: facial channel alone, facial channel plus paralinguistics, and facial channel plus mouthing. The second set of subjects, 60 decoders, were shown silent videotapes of encoders' facial expressions. Decoders' accuracy in detecting the intended emotions was used as an index of communication accuracy. The results indicated that access to the paralinguistic channel had both facilitative and inhibitory effects on accuracy of communication by the facial channel. The direction of the effect was dependent on the emotion encoded. In addition, it was found that the impact of paralinguistics on the facial channel was due to the systematic face movements concomitant to talking rather than to the production of appropriate vocal intonations. It was suggested that facial movements inhibited emotions expressed in the upper half of the face, but facilitated emotions expressed in the lower half of the face. (Author/RL)

Frye, Jerry K.

Time: A Significant Variable of Intercultural Communication Research.

Pub Date-79
Note-19p.; Paper presented at the Annual Meeting of the Communication Association of the Pacific (Armidale, Australia, July 30-August 1, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Cultural Differences, *Research Problems, *Time, *Time Perspective
Identifiers-*Communication Research

This paper deals with the way in which human beings use time, the conceptualization of which is a significant part of the interaction of all human beings and the study of which is particularly significant in the analysis of intercultural communication. The cultural values of the division of time into seconds, minutes, hours, days, weeks, months, years, and groups of years and the particular cultural orientation of behavior modified by conceptualizations of past, present, and future are the focal points of this paper. The framework is the major research effort of the last ten years; the specific parameter is the research conducted on the variable of time within the communication discipline. (Author/TJ)

ED 180 049 CS 502 767

Judd, Larry R.

Research Frontiers of Corporate Advocacy.

Pub Date-May 79

Note-12p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, PA, May 1-5, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Accountability, *Administrative Personnel, Business, Information Dissemination, Information Needs, *Organizational Communication, Public Relations, Research Design, Research Methodology, *Speech Communication

Corporate advocacy is the study and practice of communication efforts to advance the policies of business, education, governmental, and nonprofit institutions. The functions of the advocate include gathering information, providing advice based on the information, conducting advocacy programing, and evaluating results. Advocacy research is increasing and has a strong public affairs thrust. Externally, opinion surveys and public relations audits are conducted to identify relevant publics and to determine opinions, knowledge, and relevant power, with some research in public policy forecasting and management of public issues. Internally, along with research involving information flow, communication climate, and employee satisfaction, there is increased research involving employee knowledge and opinions on relevant issues. Increasingly, attempts are made to evaluate the effects of advocacy campaigns and to relate those effects to organizational goals. The trend is toward quantification and more sophisticated statistical procedures. (FL)

Kaplan, Martin F.

A Model of Information Integration for Jury Deliberation.

Pub Date-Nov 79
Note-10p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Courts, *Decision Making, *Group Behavior, *Group Dynamics, *Information Theory
Identifiers-*Juries

Several factors are included in judgment formation by a juror during a trial, including evaluating each piece of information received with respect to the judgment in question, weighting each piece of information according to its validity for the particular judgment and its reliability, and integrating the weighted scale values into a single judgment of guilt appearance. Another component important to consideration of deliberation effects is initial impression prior to introduction of relevant information. During jury deliberation, two types of communication take place: sharing information, important since jurors remember and process different pieces of information; and normative pressure, which is the attempt of jurors to change each other's judgment. Research has shown that jurors who initially agree on the value of evidence tend to make more extreme judgments than do jurors who have opposite valued information. Also, shifts in judgment are larger when jurors share different information with each other than when they repeat facts that the others also cite. In addition, research has shown that while variations in normative pressure may produce change in public judgment, they do not change private judgment. (TJ)

ED 180 051 CS 502 774

Schroeder, Anthony B.

Effectiveness and Attractiveness as a Function of Communicator Style in Triads.

Pub Date-Nov 79

Note-37p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication Skills, Group Behavior, *Group Dynamics, Individual Characteristics, Interaction Process Analysis, *Interpersonal Attraction, *Interpersonal Competence, *Participation, *Personality, Speech Communication

Identifiers-*Communication Research

The purpose of this research was to determine how interactive style influences effectiveness and interpersonal attraction in groups. After college student volunteers completed the Communicator Style Measure (CSM), 72 subjects were selected from three style profiles and assigned to triads that contained high, mid, and low communication style representatives. The subjects were asked to complete the American Values discussion stimulus instruments before interacting in their triads for 30 minutes to reach a mutual decision on which values best represented the United States. After the discussion, the subjects were asked to complete a series of paired comparisons, describing their perceptions of the other members of the triad. The results showed that the individuals with high profile styles were more effective and interpersonally attractive. The CSM dimensions that related to effectiveness were dominant, contentious, impression leaving, and communicator image. The CSM dimensions which related to interpersonal attractiveness were dominant, open, impression leaving, and communicator image. The results confirmed that an individual's communicator style was influenced by environment rather than by gender. (Author/RL)

Zenaty, Jayne W. Reagan, Joey

Apples and Oranges: The Credibility of Local Television and Newspaper News Sources.

Pub Date-Nov 79
Note-42p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Credibility, Journalism, *Local Issues, Mass Media, Media Research, *Newspapers, *News Reporting, *Public Opinion, *Television

Telephone surveys were conducted in Detroit and Grand Rapids, Michigan, to assess both the relative credibility of news presentations by the local news media and respondents' reasons for using these media. The results supported previous research on local news credibility, suggesting that television was the more believable medium, even in a local context. Although similar instruments were used in both cities, differences between Detroit and Grand Rapids credibility data suggested that cross-city comparisons may not always be valid. Different reasons for using media were found in the two cities, suggesting that future research in media credibility should consider the effects of media environment, life-cycle position, community size, and community structure on media use before considering credibility. The lack of perceived conflict in news presentation between local television and newspapers suggested that hypothetical conflict situations may not be valid assessments of credibility. (Author/RL)

ED 180 053 EA 011 817

Brumbaugh, Robert B. Skinkus, John R.

Organizational Control and the Middle School Principal: Man/Woman in the Middle.

Pub Date-6 Nov 78

Note-20p.; Paper presented at the Annual Conference of Concerned Leaders in Educational Administration and Research (2nd, Alexandria, VA, Nov. 6, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role, *Counselor Role, *Discipline, Elementary Education, Middle Schools, Power Structure, *Principals, Questionnaires, *Role Perception, Speeches, *Teacher Role

Recent empirical research identifies a potential area of both role and organizational conflict for the middle school principal and perhaps all principals. Findings from a role norm inventory reveal that middle school principals do not perceive the relative importance of disciplining pupils, while teachers significant members of their role sector accord this particular role behavior considerable weight. While differing significantly in their rankings of a general listing of pupil personnel role behaviors, middle school principals, teachers, and counselors demonstrated a degree of consensus on selected items relating to the principal's authority in matters of organizational control. Implications for administrative practice, research, and theory are explored. (Author)

ED 180 054 EA 011 912

Maxfield, M. Richard

Key Elements in a Utah Statewide Program to Improve Student Discipline in Behavior and Studies.

Pub Date-Apr 79
Note-18p.; Paper presented at the Annual Meeting of the National School Boards Association (39th, Miami Beach, FL, April 21-24, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Democracy, *Democratic Values, *Discipline, Elementary Secondary Education, Program Descriptions, *Self Control, *Student Behavior, *Student Motivation, Students
Identifiers-*Utah

The Utah State Board of Education has developed, under the direction of an executive advisory committee, two process strategies to improve student discipline. The first, called ``Democratic Discipline,'' is designed to alleviate discipline problems created or aggravated by school and classroom operation. State and national research results on discipline have been translated into operational principles necessary for an ordered democratic society to function effectively. Ten principles of understanding and ten operational principles are included in the program. The second process strategy is called ``Conative Education.'' It is designed to produce self-discipline and motivation in students. Eight stages are outlined that are necessary to shift responsibility from the teacher to the student and result in the student determining his or her own responsibilities and acting by choice with a sense of purpose, expectation, and worth. The intent of the latter program is to eliminate discipline problems created by students themselves. The two processes were designed to work in tandem not only to treat, but more importantly, to prevent discipline problems. Both strategies were designed to facilitate student discipline in their studies as well as in their behavior. (Author/IRT)

ED 180 055 EA 011 928

Egge, Donald E.

State-Wide Learning Requirements: The Oregon Story.

Pub Date-17 Feb 79

Note-22p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 14-17, 1979)

Pub Type- Speeches/Meeting Papers (150) -- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Basic Skills, Communication (Thought Transfer), Curriculum, *Educational Objectives, Elementary Secondary Education, Graduation Requirements, Minimum Competency Testing, *Performance Based Education, Performance Tests, Program Development, *State Departments of Education, State Legislation, *State Standards

Identifiers-Oregon

This paper describes Oregon's experiences with state performance requirements. It explains that these requirements cover three areas: budgeting on a program basis, providing a schooling environment designed to meet student needs through a systematic management process, and setting learning performance standards for students, including graduation requirements. The seven-year progress of the Oregon experience with these state requirements is briefly described, stretching from the early goal-setting phases in 1969 through the implementation years of 1973-1976, up to the period of renewal in 1978. The paper lists several policy issues that had to be determined to put the program into operation, including choosing common term definitions and incentives. The tensions between the local role and the state role in setting performance goals and learning objectives are examined. The paper describes the emergence of the state support system for the Oregon program. This system, headed by the Oregon Department of Education, includes policy-making, provision of information resources and communications links, and personnel development. Finally, recommendations regarding the institution of such a program of state requirements are offered. (JM)

ED 180 056 EA 011 937

Project School House.

Etobicoke Board of Education, Ontario.
Spons Agency-Metropolitan Toronto School Board (Ontario).
Pub Date-79
Note-72p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Building Conversion, Cost Effectiveness, Elementary Secondary Education, Feasibility Studies, *Housing, Housing Needs, Program Costs, *School Closing, *Senior Citizens, Surveys
Identifiers-Etobicoke Board of Education Ontario

The Borough of Etobicoke (Ontario) has been seriously affected by declining enrollment. A long-term plan forecasts the necessity of closing many schools by 1987. This report presents findings of a 1978-79 study concerning the feasibility of converting unneeded school buildings to senior citizen housing. It includes drawings and descriptions of senior citizen apartments that could be created in three Etobicoke schools; mechanical, electrical, and structural requirements; and cost analyses. The study concluded that (1) schools generally can be economically converted to residential housing to fit the lifestyle of senior citizens; (2) the residential environment so created will be better in quality than most existing senior citizens facilities; (3) where maximum government subsidies are obtainable, schools can generally be converted to senior citizens residential facilities at costs comparable to or lower than those for similar facilities in new buildings; and (4) a survey of senior citizens demonstrated that a converted school accommodation could provide residential facilities highly acceptable to the prospective occupants. (Author/JM)

ED 180 057 EA 011 962

Vadakin, James C.

Public Sector Impasse Procedures.

Pub Date-23 Apr 79
Note-11p.; Paper presented at the Annual Meeting of the National School Boards Association (39th, Miami Beach, FL, April 21-24, 1979); For related documents, see ED 173 912-913; Not available in paper copy due to marginal legibility of original document
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Arbitration, *Collective Bargaining, Definitions, Elementary Secondary Education, Employer Employee Relationship, *Government Employees, *Grievance Procedures, Industrial Relations, *Negotiation Impasses, Problem Solving, Public School Systems, Strikes
Identifiers-*Fact Finding, *Mediation

The subject of collective bargaining negotiation impasse procedures in the public sector, which includes public school systems, is a broad one. In this speech, the author introduces the various procedures, explains how they are used, and lists their advantages and disadvantages. Procedures discussed are mediation, fact-finding, arbitration, advisory arbitration, med-arb (a contraction of the terms mediation and arbitration), and final offer arbitration. (MLF)

ED 180 058 EA 012 107

Chand, Ishwar

Ventilation of Wide-Span Schools in the Hot, Humid Tropics. Educational Building Report 6.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date-77
Note-65p.
Available from-Unipub, Inc., P.O. Box 433, Murray Hill Station, New York, NY 10016 ($11.00)
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Air Flow, *Architectural Research, Climatic Factors, Educational Facilities, *Facility Requirements, Foreign Countries, Landscaping, Models, School Design, Tables (Data), *Thermal Environment, *Ventilation
Identifiers-Asia, *Wide Span Buildings

This report describes studies on natural air motion induced in wide-span educational buildings. It includes a discussion on the influence of air motion indoors on various factors such as the span of buildings, orientation in relation to outdoor wind, open spaces such as courtyards, plan form, semi-partitions, external projections, adjacent buildings of different heights, and landscape elements. A brief description is given of the low-speed wind tunnel and the experimental procedure adopted for this study. The contribution of thermal forces was assessed by an analytical method using experimental data comprising the measurements taken in prototype buildings in the warm, humid season. The report gives design guidelines for inducing air motion and provides diagramatic representations of buildings in relation to air flow patterns. (Author)

ED 180 059 EA 012 108

Ahmad, Fazel

Innovation in the Management of Primary School Construction in Afghanistan. A Case Study. Educational Building Report 9.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date-78

Note-48p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Building Innovation, Change Strategies, Community Involvement, *Construction Management, Construction Programs, Delivery Systems, Developing Nations, *Educational Change, Elementary Education, Enrollment Projections, Facility Requirements, Flow Charts, Foreign Countries, *Organization, Primary Education, Rural Urban Differences, *School Construction, School Design

Identifiers-*Afghanistan

By 1973 there were very great disparities between the opportunities for education in the urban and rural areas of Afghanistan. This case study concerns provincial school construction programs for hundreds of small buildings in the remotest areas of what is one of the most mountainous countries of the world. A study proposed alternative building designs based on the use of local, rural materials modified for improved performance and made more resistant to earthquakes. A number of prototypes were built. Two building projects were initiated. The United States Agency for International Development (USAID) financed 45 schools built by contractors employed by the government. The World Food Programme (WFP) provided food for work on 320 school buildings designed in cooperation with the government. The WFP project involved enlisting the support of the villagers, and construction was the responsibility of a small local group at each site. Although the buildings constructed under both programs were identical in design, the approaches to the organization of their construction were fundamentally different. Among the lessons learned is that if local practices are to be used in construction, they must be modified with great caution, and preferably in consultation with those responsible for doing the work. (Author/MLF)

ED 180 060 EA 012 109

Hughes, Meredydd G.

Administrative and Professional Relationships in Educational Administration. The Fundamentals of Educational Planning: Lecture-Discussion Series, No. 64.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.-IIEP-TM-76-64

Pub Date-Jan 77

Note-16p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Personnel, *Conflict Resolution, *Educational Administration, Foreign Countries, *Professional Personnel

The purpose of this paper is to identify and discuss problems that arise in educational administration when organizations and systems are staffed by persons with specialist qualifications who regard themselves as professionals. It discusses three possible conflicts between administrators and professionals, factors conducive to such conflict, and suggestions for solving the problems. The paper concludes with the suggestion for appropriate preparation and inservice training for senior educational administrators. It also suggests that research in different cultural contexts might help in the development of educational leaders rather than managerial technicians. (Author/LD)

ED 180 061 EA 012 112

Lee, Yung Dug
KEDI Instructional Strategies.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
Report No.-IIEP-SP-33
Pub Date-77
Note-28p.; A contribution of the IIEP Seminar on ``Teaching-learning strategies and educational planning'' (March 8-12, 1976); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Costs, *Educational Methods, Elementary Secondary Education, Foreign Countries, Instructional Innovation, *Instructional Programs, *Mastery Learning, Models
Identifiers-Korea, Korean Educational Development Institute

This paper outlines the instructional systems model developed by the Korean Educational Development Institute (KEDI). Before discussing the system itself, the speaker outlines the Korean mastery learning strategy on which it is based. The mastery learning approach has nine phases: diagnosis of learning deficiency, compensatory programs, presentation of instructional objectives, teacher instruction, formative tests, remedial programs, enrichment programs, cooperative learning activities, and summative tests. While the mastery learning strategies address only the teaching/learning aspect of education, the KEDI instructional program model was developed as a subsystem of the total educational system. The KEDI model addresses itself to the five steps involved in instruction for a learning task: planning, diagnosis, teaching/learning, extended learning, and evaluation. The speaker discusses outcomes of the program's four tryouts and the cost implications of the program. (Author/IRT)

ED 180 062 EA 012 116

Duvieusart, Baudouin

Staff Training in a Period of Change in the Administration of Education Systems.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.-IIEP-SP-38

Pub Date-77

Note-23p.; A contribution to the IIEP/SIDA Seminar on "Changing needs for training in educational planning and administration" (September 27-October 1, 1976)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Organization, Administrative Personnel, *Administrator Education, *Decentralization, *Educational Administration, Elementary Secondary Education, Federal Government, Foreign Countries, *Inservice Education

The great changes that have taken place in educational systems in the last fifteen years have caused ministries of education to make considerable modification in their structure and ways of operating. These changes have been brought about by the explosion in the number of schools, the changes in public opinion regarding the role of education, and the public's increased desire to have a share in educational decision-making. These pressures have forced two main changes in administration. The first concerns the structure of the central administration. The new plan adopts a functional structure that usually includes divisions for planning and statistics, curriculum and methods, personnel management, management of buildings and equipment, and finance and budgetary control. The second big change is decentralization of authority. These changes have created great change in the work of central administrators and have created a need for inservice education to prepare administrators for both their specialized work in the sector to which they belong and their role as team members who support the work being done in outpost units. Training should employ a seminar format that uses higher officials to teach lower officials. (Author/IRT)

ED 180 063 EA 012 117

McGrath, Helen Marie

How Can Educational Planning Be Rational? A Consideration of the Process of Educational Planning in Terms of the Problem of Rationality in the Social World.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
Report No.-IIEP-OP-45
Pub Date-Jul 76
Note-24p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Decision Making, *Educational Planning, Elementary Secondary Education, Environmental Influences, Organizations (Groups), Scientific Attitudes, Scientific Methodology, *Social Factors, *Theories

This paper takes up an issue that is currently being debated in the educational planning literature the adequacy of the central assumption of rationality in the formulation of public policy planning. It identifies the nature of the rationality that is being called into question and rephrases the debate in terms of the tenability of an assumption of scientific rationality as opposed to human rationality, or the rationality of the social world. The paper gives some indication as to the general nature of a planning model proceeding from this assumption. No quantitative or economic element enters into the discussion, though it is asserted that such elements fall readily into place under the ``means'' aspect of the human rationality model as it is outlined. It seems that the crux of the debate does not lie in a change of perspective from rational comprehensive analysis to incremental decision-making or from a rational model to an organizational or political one rather, it is a matter of attempting to find out what human rationality is all about and realizing that scientific rationality is only one aspect of human rationality. (Author/IRT)

Evans, David R.
Responsive Educational Planning: Myth or Reality?
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
Report No.-IIEP-OR-47
Pub Date-Jan 77
Note-51p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Centralization, *Citizen Participation, *Community Involvement, *Decentralization, *Developing Nations, *Educational Planning, Elementary Secondary Education, Foreign Countries
Identifiers-Peru, Senegal, Zambia

This paper focuses on an analysis of the two general approaches to educational planning the centralized, top-down, approach and the localized, bottom-up, approach. After an introductory section, the second section of the paper centers on a brief discussion of the historical development of educational planning and the assumptions on which it is based. The next section analyzes some of the current forces that are promoting a reconsideration of centralized planning. The fourth section looks at some of the localized approaches and their assumptions, giving particular attention to contradictions between goals and the means normally used to carry out procedures. The forth section presents the concepts of participation and decentralization. The last part of this section looks at some of the conditions that are necessary for more effective local involvement. In the fifth section, three brief illustrations of planning procedures are discussed. They are the national reform effort in Peru, the recently published educational reform statement in Zambia, and the more localized approach from Senegal. The final section focuses on the point of tension between the two approaches and suggests some of the kinds of modification that will be necessary in traditional planning concepts. (Author/IRT)

ED 180 065 EA 012 121

Nasoetion, N. And Others

The Development of Educational Evaluation Models in Indonesia.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date-76

Note-143p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Change, Educational Development, Elementary Secondary Education, *Evaluation Methods, Foreign Countries, Item Banks, Learning Modules, Models, National Competency Tests, *Program Evaluation, Teacher Evaluation, Teacher Improvement, Textbook Evaluation

Identifiers-*Indonesia

The primary purpose of this project was to develop model evaluation procedures that could be applied to large educational undertakings in Indonesia. Three programs underway in Indonesia were selected for the development of evaluation models: the Textbook-Teacher Upgrading Project, the Development School Project, and the Examinations (Item Bank) Project. The evaluation model project lasted from November 1974 to September 1976. The project directors considered it a success, and the evaluation procedures developed will be used in a series of future development programs. (Author/JM)

ED 180 066 EA 012 201

Rubel, Robert J., Ed.

Identifying Your School's Crime Problems: Simple Steps That Precede Costly Action. An IRC Monograph for Practitioners.

Institute for Reduction of Crime, Inc., College Park, Md.
Pub Date-78
Note-22p.
Available from-Institute for Reduction of Crime, Inc., P.O. Box 730, College Park, MD 20740 ($4.00)
Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Administrator Role, *Delinquency, Delinquent Behavior, Elementary Secondary Education, Evaluation Methods, *Program Evaluation, School Safety, *School Security, Youth Problems

This monograph is intended to provide guidance to schools and school districts in two areas: in the identification and analysis of crime problems in schools and in the evaluation of security programs. Part I provides simple steps necessary to avoid problems in data collection that might cause confusion and misinterpretation of student violence problems. According to this section, the process of collecting crime information includes defining, reporting, and analyzing illegal acts committed on school grounds. The second part of the report centers on pre-evaluation'' issues, the preliminary issues that must be considered before a security program can begin its evaluation design. The focus is on the users of the evaluation materials, the kind of information needed by those users, and how the findings should be presented. (Author/JM)

ED 180 067 EA 012 205

Reducing Student Absenteeism. The Best of ERIC on Educational Management, Number 48.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Contract-400-78-0007
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Annotated Bibliographies, *Attendance, Attendance Officers, *Attendance Patterns, Educational Research, Elementary Secondary Education, Program Descriptions, Reinforcement, *School Policy, Surveys, *Truancy

The 12 items in this annotated bibliography on absenteeism are entries in the ERIC system. The publications cited focus on attendance policies and techniques for reducing truancy. The techniques mentioned include alternative individualized programs, punishments (such as lowered grades) for absences, and rewards (such as parties or higher grades) for good attendance. Programs using student aides, counselors, welfare caseworkers, and student "buddies" are explained. Several studies are cited including one that suggested that high school truancy is related to other deviant behaviors. Another found that larger schools in urban areas have the highest absentee rates. (JM)

ED 180 068 EA 012 210

Northrup, Herbert R. Larson, John A.

The Impact of the AT&T-EEO Consent Decree. Labor Relations and Public Policy Series No. 20.

Pennsylvania Univ., Philadelphia. Wharton Industrial Research Unit.
Pub Date-79
Note-239p.
Available from-Industrial Research Unit, The Wharton School, University of Pennsylvania, Philadelphia, PA 19174 ($11.50)
Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Accidents, *Affirmative Action, *Compliance (Legal), Employer Employee Relationship, Employment Patterns, *Employment Statistics, *Equal Opportunities (Jobs), Federal Regulation, Industrial Relations, Minority Groups, *Nontraditional Occupations, Racial Discrimination, Sex Discrimination, Statistical Analysis, Tables (Data), Telephone Communication Systems, Working Women
Identifiers-*American Telephone and Telegraph Company

The consent decree agreed to in January 1973 by the American Telephone and Telegraph Company (AT&T), the United States Equal Employment Opportunity Commission (EEOC), the Department of Justice, and the Department of Labor was a milestone of EEOC enforcement. Large amounts of back pay were paid to women and minorities, and goals were set which, as interpreted, had to be met for the company to stay in compliance. This study attempts to determine the effects of this decree. The Bell System provided the information and the authors interviewed system officials and operating personnel in all areas of the country. The study begins by summarizing developments leading up to the decree and explaining the decree's terms. A projection is made of future trends and the effects these will have on the composition of the labor force in the Bell System. The study considered the implications of the decree on quality of the labor force, organizational structure, role of the supervisor, discipline of personnel, employee attitudes, and union relations. The changes in the race-sex composition of the AT&T labor force occurring since 1973 are examined at the national and regional levels. The final section assesses the overall results of the program and their implications for the major firms in American industry. (Author/MLF)

ED 180 069 EA 012 237

Henderson, Robert C., Ed.
Management Systems in Teacher Corps Projects.
New England Teacher Corps Network, Portsmouth, N.H.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Grant-G007520273
Note-181p.
Pub Type- Books (010) - Opinion Papers (120)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Change Strategies, Disadvantaged Youth, *Educational Change, Educational Technology, Elementary Secondary Education, *Management Systems, Networks, *Organizational Theories, Program Development, Projects, *Systems Analysis, *Teacher Education, Technology Transfer
Identifiers-*Teacher Corps

This book represents the culmination of a twelve-month management training and development program conducted by the New England Teacher Corps Network for its project directors and staff. Wesley Brown and Perry Zirkel trace the organizational evolution of Teacher Corps projects. William Smith presents a theoretical analysis of the management system requirements needed to facilitate desired school change. Roland Goddu presents a comprehensive analysis of management technologies and their uses. Thomas Wolfe defines some of the operational and value issues that should be considered in the process of evaluating, selecting, and applying management technologies. Gerald Pine presents an analysis of the ideologies hidden in systematic management and the "soft" technology of organizational development. H. W. Meyers presents a model for the management of collaboration in the governance of Teacher Corps projects. Robert Ho presents an analysis of collaboration and discusses its potential for use as a central integrating principle for project organizational design and direction. Robert Henderson discusses the theory of networks and draws on the experience of the New England Network to cite learnings regarding the organization of effective networks. (Author/MLF)

ED 180 070 EA 012 254

Bergen, John J.

Term Appointments of School Administrators: An Alberta Case.

Pub Date-Aug 79

Note-17p.; Paper presented at the National Conference of Professors of Educational Administration (33rd, Edmonton, Alberta, Canada, August 12-16, 1979)

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Board of Education Policy, *Contracts, Employer Employee Relationship, Labor Legislation, *Personnel Policy, *Teacher Associations, Teacher Discipline, Tenure

Identifiers-*Edmonton Public Schools (Canada)

In 1976 the Edmonton (Alberta) Public School Board resolved to designate administrative positions on a three-year term. The Edmonton public school local of the Alberta Teachers' Association attempted to prevent the implementation of the new policy. After this attempt was unsuccessful, six employees of the school board who accepted term appointments were charged with unprofessional conduct. When these members appealed, the Teaching Profession Appeal Board determined that a school board has the authority to designate term appointments unless this is specifically prevented in the collective bargaining agreement. The board held that the teachers association may not charge members with unprofessional conduct unless acting in the interest of the public as well as in the interest of the association. (Author/JM)

ED 180 071 EA 012 267

Stuckman, Ralph Gatton, Joseph A.

An Analysis of Perceived Power Dynamics: An Emerging Role of the Community Education Leader in the Change Process.

Pub Date-28 Nov 79

Note-8p.; Paper presented at the Annual Convention of Community Educators (Boston, MA, November 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role, *Citizen Participation, Elementary Secondary Education, Political Power, Power Structure, *School Budget Elections, School Community Relationship, School Superintendents, *School Support

Identifiers-Ohio

This study attempted to determine the community power-dynamics affecting operational levies in six Ohio school districts. Three of the levies that were studied passed and three failed. Thirty selected participants were given a focused interview and their reactions were tape recorded and analyzed. Several findings emerged. In the districts that passed levies, the superintendent remained in the background, key active citizens managed the campaign, and the needs of the school were stressed. In the districts with failing levies, superintendents took more of a leading position in the campaign, key citizens did not campaign, and the needs of the schools were not emphasized. Respondents gave realization of need as the key issue on which levy passage rests and maintained that prior consultation of community influentials would help the passage of an operational levy. Implications of the study for community educators are that even though community educators are not likely to hold an influential role in the community power structure, they may mobilize community power resources as backers of community education. (Author/JM)

Roberts, Jane M. E.

Implementation of Innovations in Educational Organization and Instruction. Working Paper.

Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-26 Jun 78
Note-142p.
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($9.00)
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Change Agents, Communication (Thought Transfer), *Educational Change, *Educational Innovation, Educational Planning, Educational Research, Failure Factors, Federal Programs, Organizational Development, *Program Development, Research Reviews (Publications), Success Factors, Training
Identifiers-Research Development Diffusion Adoption Model

This paper surveys the recent literature on the implementation of educational innovations and reviews and synthesizes research findings and recommendations for improving educational practices. It focuses on the implementation processes, influences, and effects that are considered to be important variables in educational change, and explores patterns of interaction between external agencies and local school personnel engaged in implementing innovations. The major section of the paper includes a discussion of trends in research on educational implementation. It reviews six models of the change process and presents case studies illustrating these models. It also discusses barriers and facilitators influencing the planning and implementation of innovations, and describes the roles of internal and external groups and individuals involved in these processes. The summary and conclusions section emphasizes that the processes of planning and implementation including communication, training, and assistance require systematic attention in order to ensure project effectiveness. Finally, it is suggested that greater use should be made of research findings and that collaboration between internal and external groups and coordination of resources are desirable and probably necessary for the effective implementation of educational innovations. (Author/JM)

ED 180 073 EA 012 269

Reddick, Thomas L. Fletcher, Richard K., Jr.

A Comparison of Occupational Groups with Regard to Knowledge of Public School Finance in the Upper Cumberland Region of Tennessee.

Pub Date-Nov 79
Note-11p.; Paper presented at the Annual Convention of the Mid-South Educational Research Association (November 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Finance, Elementary Secondary Education, *Financial Support, Questionnaires, *School Funds, *School Support, School Taxes, Tax Support, Teacher Salaries
Identifiers-Tennessee

This study attempted to determine the knowledge of Tennessee public school finance on the part of teachers, businessmen, school administrators, elected officials, and industrial workers. Students in a class on public school finance administered the questionnaire to over 1,000 subjects. Results revealed that respondents feel that public education is not adequately funded, although business people were generally prone to estimate present school funding as higher than did the educators. Those from the business community were also less favorable toward increasing some types of school support. Few differences of opinion were found between teachers and administrators. Little support was shown for an income tax in Tennessee, and the sales tax and property tax were picked as the most desirable taxes. (Author/JM)

ED 180 074 EA 012 270

Sharples, B. And Others

Patterns of School Attendance in Ontario Elementary and Secondary Schools.

Queen's Univ., Kingston (Ontario).
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-79
Note-310p.
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($4.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Attendance, *Attendance Patterns, Board of Education Policy, Dropouts, Elementary Secondary Education, Foreign Countries, Relevance (Education), Student Attitudes, Student Characteristics, Student School Relationship, *Truancy
Identifiers-*Ontario

This study examined issues related to student absenteeism in the Ontario schools. Eight elementary and sixteen secondary schools made up the sample. Data were gathered from school attendance records, questionnaires administered to teachers and students, school board policy statements, and interview schedules. Results suggest that a number of factors are related to attendance: satisfaction with school; perception of effectiveness of school policies limiting truancy and class-skipping; success at school; perceived relevance of the school to student interests; and student and teacher attitudes toward absenteeism and class-skipping. No relationship between poor attendance and dropping out was found in the sample schools. The analysis of attendance policies suggests that local school boards have generally not been active in regulating student absenteeism. Most responsibility for regulating attendance appears to rest on the shoulders of principals, who operate without the support of well developed school board attendance regulations. A literature search and the teachers' questionnaires reveal that although teachers favor more enforcement of regulations, experience elsewhere suggests that alternative approaches are more effective. (Author/JM)

ED 180 075 EA 012 271

Gulyas, Paul A.

Improving the Behavior of Habitually Disruptive High School Students.

Pub Date-26 Apr 79

Note-52p.; Revised Individual Practicum Report, Nova University

Pub Type- Dissertations/Theses (040) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Corporal Punishment, Discipline, *Discipline Problems, High School Students, *Program Descriptions, Program Evaluation, Senior High Schools, *Student Behavior, Suspension

Identifiers-Thomas Jefferson High School PA

A means was developed to reduce the necessity for discipline among the 25 students who were the most chronic discipline problems at Thomas Jefferson High School, a 1,500-student school in suburban Pittsburgh. The students were identified by assigning point values to various disciplinary measures administered to students. The 25 students met with a vice-principal once each week for a minimum of five minutes to discuss any school problems, potential discipline problems they felt might arise, or recent discipline they had received. It was hoped that the talks would help prevent more serious problems or additional disciplinary measures. Weekly sessions were scheduled during each student's study hall. The student could arrange impromptu conferences if an immediate problem could not wait until the next scheduled session. Results of this "preventive maintenance" approach revealed that, compared with the same semester a year earlier, total suspension days were reduced 50 percent, instances of corporal punishment were reduced 24.1 percent, and detention hours were reduced 54 percent. (Author/IRT)

ED 180 076 EA 012 272

Improving the Human Environment of Schools: Problems and Strategies.

California State Dept. of Education, Sacramento.
Pub Date-79
Note-93p.
Available from-Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Personnel, Educational Problems, Elementary Secondary Education, *Intergroup Relations, *Interpersonal Relationship, Nonprofessional Personnel, Parents, Parent School Relationship, Parent Student Relationship, *Problem Solving, *School Community Relationship, Students, *Student Teacher Relationship, *Teacher Administrator Relationship, Teachers

This manual was developed to help principals identify and monitor human barriers (intentional and unintentional social behaviors that produce negative reactions) in their schools. It is also intended to help administrative staff, teachers, other school-site staff, students, parents, and community members and groups become aware of school-related problems that are precipitated by their actions and reactions. The manual does not contain specific methods for implementing the strategies suggested; therefore, the individuals who are selected to implement the strategies can structure approaches consistent with their skills, resources, and special needs. In creating the manual, the committee worked from various matrices that combined elements including 26 general sources of school-related problems and six target groups. In developing the problem statements and strategies for the manual, the committee used four particularly important problem areas individual differences/values, communication, expectations of others, and perceptions/attitudes/stereotyping. Each of the 13 most important relationships between target groups is treated in a chart presenting the problem areas, the problems, and strategies for correcting the problem. (Author/IRT)

ED 180 077 EA 012 273

Loss Control Supplement to Administration of the School District Risk Management Program. School Business Administration Publication No. 1.

California Association of School Business Officials, Sacramento.; California State Dept. of Education, Sacramento. Bureau of Management Services.

Pub Date-79

Note-15p.

Available from-Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.50)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Costs, Elementary Secondary Education, Insurance Programs, *Risk, *School Safety

Identifiers-*Loss Control Programs

This supplement to the California State Department of Education's Administration of the School District Risk Management Program" focuses on the basic considerations of the loss control program and the various methods that may be used in providing effective cost reduction through adequate loss control measures. The publication is intended to provide district personnel with an overview of loss control and to suggest subjects that should be addressed when constructing a loss control program. A loss control program consists of three essential elements loss prevention, loss reduction, and loss avoidance. (Author/IRT)

ED 180 078 EA 012 274

Muller, Jane And Others

The Governors' Role in Education: An Information Overview.

Education Commission of the States, Denver, Colo.

Pub Date-Apr 79
Note-84p.; Not available in paper copy due to small print in original document
Pub Type- Reports - Research (143) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Policy, Elementary Secondary Education, Federal Aid, Higher Education, National Surveys, *Policy Formation, *Political Influences, *State Officials
Identifiers-*Governors

This report provides basic information about the responsibilities and roles of governors in relation to education. Information was derived from published sources and supplemented by a questionnaire sent to all governors' offices. The information is concerned primarily with structural and legal arrangements that shape the governor's formal role in education policy-making. It does not attempt to examine the informal and subtle ways in which governors influence policy. The authority of the governor is felt in the areas of policy-making in which the governor can propose legislation, veto legislation, veto appropriations, and set general policies and regulations that apply to all parts of state government; in budget recommendations; and through the governor's appointment authority, which can be felt at both the elementary/secondary level and the higher education level. The governor's influence can also be felt through the staffing of the governor's office for liaison with education and through his or her role in the implementation of federal laws and aid. A number of charts supplement the text. A list of the governors, chief state school officers, and state higher education executive officers of the states and Puerto Rico is included. (Author/IRT)

ED 180 079 EA 012 275

Caldwell, Brian J.

A Competency-Based Approach to Administrator Assessment and In-Service.

Pub Date-17 Jun 79
Note-19p.; Paper presented at the International Congress on Education (2nd, Vancouver, BC, Canada, June 17-20, 1979)
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Education, *Administrator Evaluation, *Administrator Qualifications, Administrator Responsibility, Administrator Role, *Competence, Elementary Secondary Education, Foreign Countries, *Inservice Education, *Principals, *Professional Development
Identifiers-Canada

This paper outlines an approach to administrator assessment and inservice education that contrasts with the frequently haphazard and diverse procedures now prevalent in Canada. The approach is based on the systematic identification of competencies required of an administrator. After reviewing trends in the competency movement, consideration is given to current practices of interest to trustees and senior administrators in Canadian school systems. A study is cited that assessed the perceptions of supervisors, principals, and teachers concerning the actual and needed competencies of principals. The focus of the paper is on school-based administrators, with particular attention given to the school principal. (Author/JM)

ED 180 080 EA 012 276

Stammerjohan, Bob And Others
A Guide to Effective Secondary School Discipline: A Manual for the New Administrator. Operations Notebook Association of California School Administrators.
Pub Date-Sep 79
Note-44p.
Available from-Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, CA 94010 ($4.75; $2.50 for ACSA members)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Role, Alcoholic Beverages, Communication Skills, *Crime, Delinquency, Demonstration Programs, Discipline, *Discipline Policy, *Discipline Problems, Drug Abuse, Expulsion, Program Descriptions, Search and Seizure, Secondary Education, *Student School Relationship, Suspension, Violence

This manual begins with an introductory chapter concerning the authors' philosophy of effective discipline at the secondary level. Both this chapter and the entire volume stress the necessity of firm, consistent discipline coupled with a genuine concern for students. The second chapter defines and explains legal requirements related to suspensions, involuntary transfers, expulsions, and search and seizure. Discipline problems discussed include drug and alcohol problems, violence, student absences, and crime by students and others on the campus. Suggestions for effective campus control are offered. Chapter 3 reviews some of the interpersonal problems that a disciplinarian might encounter when dealing with students, teachers, or parents, and provides suggestions for dealing effectively with these problems. Chapter 4 reviews resources and alternative approaches available to disciplinarians. This chapter reviews the team approach to discipline, community resources, and alternatives to suspension. The fifth chapter briefly outlines successful programs from many different school districts. Whenever possible, a contact person and telephone number are provided. (Author/JM)

ED 180 081 EA 012 277

Olivero, James L.

Performance Standard Requirements: The Challenge. Operations Notebook

Association of California School Administrators.

Pub Date-Sep 79

Note-49p.

Available from-Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, CA 94010 ($2.50 for ACSA members; $4.75 for nonmembers)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Role, *Basic Skills, *Graduation Requirements, *Minimum Competency Testing, Parent School Relationship, Program Descriptions, Program Development, Secondary Education, State Legislation, Test Construction

Identifiers-*Assembly Bill 3408 (California)

This publication focuses on California Assembly Bill 3408, legislation mandating secondary schools to develop performance standards and performance tests for students. The paper analyzes progress made in implementing the legislation in California and outlines some of the barriers to successful implementation. The author explains several testing formats and procedures. He discusses the problem of setting standards too high. He notes that some students do not yet take the tests seriously and that some teachers do not feel responsible for student performance. Other problems are that follow-up results are too delayed, some parents do not cooperate, and parent-teacher conferences present communications difficulties. The author suggests ways to reinforce minimum skills and to offer remediation. He discusses the need for instructional and content validity, for reciprocity between districts, and for test security. Continuous modification of test instruments is recommended. Other concerns are for making the testing a positive experience, anticipating collective bargaining issues, reexamining the curriculum, using successful public relations techniques, and issuing alternative diplomas. (Author/JM)

ED 180 082 EA 012 278

Wachtel, Betsy Powers, Brian
Rising Above Decline.
Institute for Responsive Education, Boston, Mass.
Spons Agency-Rockefeller Family Fund, Inc., New York, N.Y.
Pub Date-Aug 79
Note-200p.; Report on Community Responses to Declining Enrollment
Available from-Institute for Responsive Education, 704 Commonwealth Avenue, Boston, MA 02215 ($4.50)
Pub Type- Books (010) - Collected Works - General (020) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Board of Education Role, Bus Transportation, *Citizen Participation, *Community Involvement, Consolidated Schools, *Declining Enrollment, Enrollment Projections, Financial Problems, Parent Participation, *Retrenchment, Rural Schools, *School Closing,

*School Community Relationship, School District Autonomy, School Integration
Identifiers-California (Berkeley), California (Palo Alto), California (San Francisco), Illinois (Skokie), Iowa, Massachusetts (Boston), Massachusetts (Lexington), Utah (Salt Lake City)

This volume attempts to document ways in which several communities have dealt with the problems of declining school enrollments. Each case study outlines some type of public participation in the task of adjusting to population changes and fiscal pressures. The first chapter supplies an introductory overview of issues related to declining enrollment and school closures. The second chapter describes consolidation of rural school districts and explains the concerns of the citizens who resist it. Chapter 3 chronicles the crises arising from twenty years of shrinking enrollment in Salt Lake City. Chapter 4 records the resistance of Skokie, Illinois, residents to the closing of a school. Three different stories of school closure in California's Bay Area (in Palo Alto, Berkeley, and San Francisco) are told in chapter 5. The sixth chapter concerns declining enrollment in Lexington, Massachusetts, an educational boom town.'' Chapter 7 is about how politics and parent participation intertwined with desegregation issues in Boston. The final chapter offers a plan of action urging citizens to become involved in solving the problems of declining enrollment and shrinking resources. (JM)

ED 180 083 EA 012 279

Hamer, Irving, Ed. And Others
Opening the Door: Citizen Roles in Educational Collective Bargaining.
Institute for Responsive Education, Boston, Mass.
Spons Agency-New World Foundation, New York, N.Y.
Pub Date-79
Note-200p.; Appendices may not reproduce clearly due to small print
Available from-Institute for Responsive Education, 704 Commonwealth Avenue, Boston, MA 02215 ($7.50)
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Action Research, *Citizen Participation, *Collective Bargaining, Elementary Secondary Education, *Negotiation Agreements, *Public School Teachers, Social Change
Identifiers-California, *Cupertino Union School District CA, Educational Employment Relations Act (California), *New York (New York), *San Diego Unified School District CA

This report describes a two-year project designed to assist local groups engaged in exploring alternatives to traditional modes of teacher contract negotiation. The project aimed to identify and increase effective citizen participation in educational collective bargaining. Chapter 1 of the report focuses on the struggle toward more balanced educational collective bargaining in New York City. Chapter 2 deals with the citizen's role in collective bargaining in California. Chapter 3 discusses the fight for citizen involvement in collective bargaining in San Diego. In chapter 4, the Cupertino, California, collective bargaining project is described, and chapter 5 details the methodology and results of the citizen action research project carried on in Cupertino. The final section of the report identifies some of the pivotal issues related to citizen participation in educational decision-making. (Author/JM)

ED 180 084 EA 012 280

Huguenin, Kathleen And Others

Narrowing the Gap Between Intent and Practice: A Report to Policymakers on Community Organizations and School Decisionmaking.

Institute for Responsive Education, Boston, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Contract-400-76-0115
Note-135p.; Prepared as part of Citizen Organizations: A Study of Citizen Participation in Educational Decisionmaking
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Advisory Committees, *Citizen Participation, Citizens Councils, *Community Involvement, *Community Organizations, Decision Making, Elementary Secondary Education, *Environmental Influences, Failure Factors, Federal Legislation, Government Role, Organizational Theories, Policy Formation, *School Community Relationship

This report attempts to determine how successful community groups have been at influencing school decision-making and policy formation. It begins by surveying several research and evaluation studies regarding citizen participation in educational decisions and placing special emphasis on a field study of 16 community organizations. The analysis emphasizes the effect of the environment (defined as the political, social, economic, and historical context) on the ability of community organizations to influence school organizations. The general conclusion of the research review is that most efforts to broaden the base of local educational decision-making have been unsuccessful. Finally, the authors make a number of specific policy recommendations for improving citizen participation in and influence on educational decision-making. These recommendations emphasize structural changes in the environmental influences constraining community participation. Examples of suggestions include creating federal and state offices for citizen participation, replacing many overlapping councils with umbrella council structures, and encouraging moves toward school site management. This structural focus, instead of placing blame on uncommitted educators, untrained community participants, or insensitive policy-makers, identifies the institutional source of gaps between intent and practice. (Author/JM)

Henning, Joel F. And Others
Mandate for Change: The Impact of Law on Educational Innovation.

American Bar Association, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-79
Note-321p.
Available from-American Bar Association, 1155 East 60th Street, Chicago, IL 60637 ($9.95)
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Curriculum Development, Educational Change, Elementary Secondary Education, *Legal Education, Program Development, *School Law, Social Studies, *State Legislation, State Standards, Surveys
Identifiers-California, Georgia, Illinois, Pennsylvania, Texas

This report focuses on a study of law-related education in high school social studies programs in five states California, Georgia, Illinois, Pennsylvania, and Texas. Teachers and administrators from 78 high schools were interviewed. Part 1 of the report explains law-related education and deals with respondents' reports of the status of law-related education in the five states. It includes courses offered, methods and materials used, and goals of educators. Part 2 investigates how law-related education became part of the curriculum in these five states. It includes information on such areas as relevant laws and regulations dealing with social studies, the effect of curriculum mandates, and other factors affecting the introduction of law-related education. Part 3 focuses on the hidden curriculum,'' or the implicit messages in citizenship and law-related education conveyed by schooling. Part 4 summarizes conclusions with an emphasis on how state law influences law-related education. (Author/JM)

ED 180 086 EA 012 282

Karweit, Nancy

The Organization of Time in Schools: Time Scales and Learning.

Pub Date-Jan 78

Note-84p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Achievement, Computer Programs, *Interval Pacing, *Mathematical Models, Simulation, Teaching Techniques, *Time Factors (Learning)

This paper examines the effects of learning time on student achievement. It begins by reviewing what is known about how time is allocated and utilized in schools and the effects of differing amounts of exposure to schooling on achievement. Several theoretical perspectives concerning how time spent affects achievement are briefly discussed. The central focus of the paper is the development of a teacher/learner/task model of the production of learning. Incorporated into this model are three factors: task structure, nonlinear effects, and task organization. Several experiments that use this model in a computer simulation are described. These studied how variations in task structure, pacing of teaching and learning, and timing of teaching and nonteaching intervals affect achievement. The experiments suggest that different teaching strategies are required for learning tasks of different structure, that teaching strategies for producing the maximum average classroom achievement and a minimum level of competence are not the same, and that the timing of teaching and nonteaching intervals alter the effectiveness of teacher and learner. One section of the paper explains the concept of a time scale and its usefulness. A discussion and summary section containing suggestions for future research concludes the paper. (Author/JM)

ED 180 087 EA 012 283

Burlingame, Martin

Coordination, Control and Facilitation of Instruction Within Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 78

Note-50p.; Prepared for the School Organization and Effects Conference (San Diego, CA, January 27-29, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Characteristics, Administrator Responsibility, Administrator Role, Cooperative Teaching, Educational Administration, Elementary Secondary Education, Institutional Characteristics, *School Role, Teacher Administrator Relationship, Teacher Discipline

Dismissing common metaphors for the school such as the ``knowledge factory'' or the ``cure for the disease of ignorance,'' the author makes preliminary observations leading toward some sort of new metaphor that would better describe the school as a collection of autonomous and self-regulated individuals. He presents what he calls four ``notions'' that might generate researchable problems linking these notions to coordination, control, and facilitation of instruction in schools. The first notion concerns the official and private ``secrets'' that school administrators are privy to because of their unique positions. The second notion revolves around the ``seasons'' or the repeated, unvarying progression of events in schools that provides regularity and shared rituals. The third notion examined is that of ``administrative morality,'' which the author defines as the ``use of secrets to good ends.'' The final notion is that of administrator ``coldness,'' or the distance that administrators must maintain from others. The author closes by tying these notions to the concepts of school governance, vertical coordination, and horizontal coordination. (JM)

Gibbs, James E. And Others
Equalization of Financial Support for the Public Schools in Tennessee. A Summary Report.
Tennessee State Dept. of Education, Nashville.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Note-57p.; A Summary Report of the Tennessee School Finance Equity Study; For related documents, see EA 012 285-292
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Costs, Elementary Secondary Education, *Equalization Aid, *Finance Reform, Foundation Programs, Program Descriptions, State Aid, State Programs
Identifiers-*Tennessee, *Tennessee School Finance Equity Study Project

This report briefly summarizes the background, the criteria and procedures for evaluation, the findings, and the recommendations of the Tennessee School Finance Equity Study that, during the two year period ending in November, 1979, examined Tennessee's present program for financing the public schools, kindergarten through grade 12. The purpose of the study was twofold: to review and analyze Tennessee's program of financial support for the public schools in the various local school districts of the state in terms of equity for children and equity for taxpayers and to recommend changes in the state program of financial support considered desirable and necessary to help achieve equality of educational opportunity for all pupils in the public schools. Aspects of financing public education reviewed by the study include access to educational resources; costs of educational programs; fiscal need factors in relation to financing public education in urban, suburban, and rural school systems; funding of school transportation; relative local government (county) ability in taxation; fiscal capacity and effort of counties to support public education; the state and local tax system; and plans for greater equalization of financial support for the public schools. (Author/IRT)

Gibbs, James E. And Others
State Equalization Plan for Financing the Public Schools in Tennessee. Revised Edition.
Tennessee State Dept. of Education, Nashville.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 79
Note-102p.; Prepared by the Tennessee School Finance Equity Study; For related documents, see EA 012 284-292
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Educational Finance, Elementary Secondary Education, *Equalization Aid, Federal Aid, *Finance Reform, Foundation Programs, Program Descriptions, State Aid, *State Programs
Identifiers-*Tennessee, *Tennessee School Finance Equity Study Project

This description of the Tennessee equalization plan consists of (1) a description of Tennessee's current public school finance program; (2) recommendations for change in the existing program; (3) a description of the conformance of the recommended changes to the equity guidelines developed by the United States Commissioner of Education pursuant to Section 842 of Public Law 93-380; and (4) a brief summary report of major activities, procedures, and products related to the development of the equalization. The recommended changes are intended to be helpful to all those who make or help make policy relating to the financing of the public schools in Tennessee, including the general public. (Author/IRT)

ED 180 090 EA 012 286

Cambron, Nelda H. Hale, James A.

Cost of Educational Programs in Tennessee.

Tennessee State Dept. of Education, Nashville.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-188p.; Prepared for the Tennessee School Finance Equity Study; For related documents, see EA 012 284-292

Pub Type- Reports - Research (143) - Information Analyses (070) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Cost Effectiveness, Costs, Educational Finance, Educational Programs, Elementary Secondary Education, Expenditure Per Student, *Finance Reform, Literature Reviews, *Resource Allocations, School Districts, *State Aid, Tables (Data)

Identifiers-Tennessee, *Tennessee School Finance Equity Study Project, *Weighted Pupil Formulas

The purpose of this study was to determine the cost relationships among the educational programs in Tennessee prior to the implementation of Tennessee's weighted pupil formula (1976-77) and to examine expenditure patterns for the first year of the actual operation of the formula (1977-78). All mandated programs were examined as well as additional program areas. Data from the analysis will allow evaluation of the present cost indices as well as of the program structure. The report contains a brief review of cost analysis studies, an analysis of program costs in Tennessee, and the implications and recommendations for program funding in Tennessee. In examining the costs of program areas, 28 school districts were selected. A range of factors influencing district costs was used in this sample. The factors include local wealth, expenditure per student in average daily attendance, average daily attendance, population, rural/urban representation, and geographical distribution. A table of cost-related data is included for each district. (Author/IRT)

ED 180 091 EA 012 287

Brown, Benjamin H., Jr.

The Fiscal Capacity and Effort of Tennessee Counties to Support Programs of Public Education.

Tennessee State Dept. of Education, Nashville.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 78

Note-102p.; Prepared for the Tennessee School Finance Project; For related documents, see EA 012 284-292

Pub Type- Information Analyses (070) - Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Educational Finance, Elementary Secondary Education, Equalization Aid, *Fiscal Capacity, Literature Reviews, *Local Government, Measurement Techniques, Property Taxes, School Districts, *Tax Effort

Identifiers-Tennessee, *Tennessee School Finance Equity Study Project

This report presents an analysis of the fiscal ability and effort of counties in Tennessee to support public education with alternative formulas for measuring relative ability to pay. Chapter 1 is a review of related literature that provides a background for tracing the development of the rationales used in fiscal capacity measures. It has two parts. Part one traces the development of fiscal capacity measures and gives special attention to the basic rationales employed. Part two is devoted to a brief analysis of the development of capacity measures employed by the state of Tennessee during the period 1909 to 1977. Chapter 2 develops and presents alternative measures of county fiscal capacity that address the issues of taxpayer equity and student equity. The final chapter develops and presents objective measures of county fiscal efforts expended to support the current operation and maintenance of programs of public education in Tennessee. Fiscal effort, as measured in this study, indicates the extent to which a county is actually using its property and retail sales taxing ability for the purpose of education. (Author/IRT)

ED 180 092 EA 012 288

McLure, William P.
Fiscal Needs Factors in Relation to Financing Public Education in Urban, Suburban, and Rural School Systems.
Tennessee State Dept. of Education, Nashville.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-50p.; Prepared for the Tennessee School Finance Project; For related documents, see EA 012 284-292
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Finance, *Educational Needs, Elementary Secondary Education, Expenditure Per Student, *Financial Needs, *Resource Allocations, Rural Education, School Districts, State Aid, Suburban Schools, Urban Education
Identifiers-Tennessee, *Tennessee School Finance Equity Study Project

This report examines comparative data on fiscal need factors critical in equitably financing public education and on factors with varying or unique implications for urban, suburban, and rural school systems in Tennessee. In analyzing the current operating expenditures for 1976-77, expenditures were divided into two components instructional programs and noninstructional service programs and converted to weighted pupil unit amounts. The measure of need for instructional expenses consists of four weighting factors regular classes, vocational education classes, classes for the handicapped, and teacher training and experience. The study is limited to the critical financial factors that enter into the measure of educational need on the expenditure side. Numerous tables are included. (Author/IRT)

ED 180 093 EA 012 289

Yates, Frank H., Jr. Brown, Benjamin H., Jr.

Access to Educational Resources in Tennessee.

Tennessee State Dept. of Education, Nashville.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-51p.; Prepared for the Tennessee School Finance Project; For related documents, see EA 012 284-292
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Access to Education, Elementary Secondary Education, *Equal Education, *Expenditure Per Student, School Districts, School District Spending
Identifiers-Tennessee, *Tennessee School Finance Equity Study Project

The purpose of this report is to examine some of the variations among local education agencies in their access to financial resources, educational services, and educational programs. Application of the Office of Education expenditure disparity test on the spending of Tennessee school districts in 1977-78 revealed that the arrangement for funding public schools from state and local sources does not come within the acceptable range suggested for equitable funding. The ratio between the per pupil expenditure levels of the high and low revenue districts approximates two to one and is much greater when only local funds are considered. It seems clear that students in the highest expenditure school systems have greater access to classroom teacher time along with the specialized services of other professional personnel. Access to a more varied academic program seems also to confer on students of high expenditure districts greater opportunities for the kinds of programs that each individual student needs and desires. (Author/IRT)

ED 180 094 EA 012 290

Johns, Roe L.

The Funding of School Transportation in Tennessee. A Study Made for the Tennessee School Finance Equity Study.

Florida Univ., Gainesville. Inst. for Educational Finance.; Tennessee State Dept. of Education, Nashville.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-44p.; For related documents, see EA 012 284-292

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bus Transportation, Costs, Elementary Secondary Education, *Expenditure Per Student, *Resource Allocations, School Districts, State Aid, *Student Transportation

Identifiers-Tennessee, *Tennessee School Finance Equity Study Project

The purpose of this study is to evaluate present provisions for the financing of school transportation in Tennessee. It includes the following: (1) an analysis of variations among Tennessee districts in the per pupil costs of transportation, (2) an evaluation of the factors that cause variations in per pupil costs that are beyond the control of boards of education, (3) an evaluation of the present formula being used in Tennessee to allocate state funds for pupil transportation services, (4) the development of an improved formula for allocating state funds for pupil transportation services if the present formula is found to be inequitable, and (5) a projection of the impact of any proposed formula on the school districts of Tennessee. Recommendations and numerous tables are included. (Author/IRT)

ED 180 095 EA 012 291

Goolsby, William C. Neel, C. Warren

Local Government Ability and Effort in Taxation and Educational Finance. A Special Report on the Tennessee State-Local Tax System.

Tennessee Univ., Knoxville. Center for Business and Economic Research.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Tennessee State Dept. of Education, Nashville.
Pub Date-78
Note-49p.; Prepared for the Tennessee School Finance Equity Study; For related documents, see EA 012 284-292; Table 4 may be marginally legible
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-City Government, Educational Finance, Elementary Secondary Education, *Equalization Aid, *Fiscal Capacity, *Local Government, Ratios (Mathematics), *School Districts, State Aid, *State Government, *Tax Effort
Identifiers-Tennessee, *Tennessee School Finance Equity Study Project

The effort-ability index is a means of drawing together the two concepts of effort (reflected by revenue collections and per pupil expenditures) and ability (both to provide for nonschool expenditure functions and for school purposes) to provide a measure of a local government's need for state assistance. In constructing an effort-ability index for counties and districts, actual collections from nonstate sources are divided by the predicted level of collections from these sources. In constructing the effort-ability index for education, actual per pupil expenditure in the county or school district is divided by the predicted level of per pupil expenditure. The resulting ratio is an index of effort to support education relative to the ability to support it. It is suggested that the state multiply the effort-ability index times the proportion of the educational need provided by the state to determine the amount of aid per pupil that will be distributed to the school districts in an equalization effort. The use of the effort-ability index will aid those districts with a lower ability to collect revenue for educational expenditures. (Author/IRT)

ED 180 096 EA 012 292

The Tennessee State-Local Tax System with Reform Proposals. A Preliminary Report on the Tennessee State-Local Tax System with Reform Proposals.

Tennessee Univ., Knoxville. Center for Business and Economic Research.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Tennessee State Dept. of Education, Nashville.
Pub Date-78
Note-126p.; Prepared for the Tennessee School Finance Equity Study; For related documents, see EA 012 284-291; Some tables may be marginally legible
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-City Government, Educational Finance, Elementary Secondary Education, *Equalization Aid, *Finance Reform, Local Government, State Aid, State Government, Tax Effort, *Taxes
Identifiers-Tennessee, *Tennessee School Finance Equity Study Project

This report examines the Tennessee state-local tax structure to determine whether tax inequities have given rise to a situation in which taxes have contributed to an inadequate or inequitable flow of financial resources to the public schools. It investigates the possibility that some structural changes in the tax system might improve both tax equity and the distribution of funds to the schools. After an introductory chapter, chapters 2-4 define elements of a high quality tax system and ideal state-local intergovernmental relationship and then evaluate the Tennessee tax system according to these precepts. Chapter 5 discusses Tennessee's major state and local taxes in detail. Chapter 6 proposes alternatives to some tax and intergovernmental fiscal programs. In the proposals, a portion of the taxing responsibility is shifted from the local jurisdictions to the state. State funds are then suggested for transfers to local units, either on the basis of local tax relief, or of burden and effort equalization. Sufficient funds should be reserved for equalization purposes, with the remainder used for general relief of local taxes. This process, if carried to the ultimate, should equalize jurisdictional tax efforts and individual tax burdens. (Author/IRT)

ED 180 097 EA 012 293

Schwab, James D.

The Perceptions of Pennsylvania Principals and Counselors on the Issue of Student Rights.

Pub Date-Apr 79
Note-199p.; Ph.D. Dissertation, Walden University; Not available in paper copy due to light print of original document
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Attitudes, Corporal Punishment, *Counselors, Court Litigation, Discipline, Dress Codes, *Due Process, Elementary Secondary Education, Married Students, Pregnant Students, *Principals, School Policy, *Student Rights, Student School Relationship
Identifiers-*Pennsylvania

The purpose of this research study was to determine the opinions of school principals and school counselors in Pennsylvania on the issue of student rights. A 30-statement opinion questionnaire was constructed and mailed to 171 counselors and 154 principals in 48 public school districts widely distributed throughout Pennsylvania. The response rate was 73 percent. The responses of principals and counselors, on both the elementary and secondary levels, were compared and analyzed. Variables such as geographical area and school district size had some influence on the opinions of counselors and principals. Overall, principals had a more positive opinion than counselors concerning school rules and how to change them. Elementary counselors and principals were generally more concerned about student rights than were their colleagues on the secondary level. (Author/MLF)

ED 180 098 EA 012 294

Romberg, Thomas A.

IGE Evaluation: Perspectives and a Plan. Working Paper No. 183. Report.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 76
Contract-NE-C-00-3-0065
Note-58p.; For related documents, see EA 012 295-296 and ED 175 135; Occasional pages may not reproduce clearly
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Elementary Education, *Evaluation Methods, Individualized Instruction, *Individualized Programs, Instructional Programs, Measurement Instruments, Program Descriptions, *Program Evaluation, Teaching Methods
Identifiers-*Individually Guided Education

This paper outlines a plan to assess the effectiveness of individually guided education (IGE) in American elementary schools. The evaluation plan is based on a framework that identifies variables and relationships among variables in four categories: IGE support system components, pupil and staff background, means of instruction, and pupil and staff outcomes. The proposed investigation is divided into four phases. The first phase is a 100-school survey, the second is a follow-up and extension study, the third is an intensive study of the degree of reform and renewal in IGE schools, and the last phase is an examination of the use and effectiveness of two curriculum products of the Wisconsin Research and Development Center for Cognitive Learning. Together the four phases of the investigation are intended to identify the characteristics of successful schooling as designed for and practiced in IGE elementary schools. (Author/JM)

ED 180 099 EA 012 295

Klopp, Pamela M. And Others

Conduct of the Study: Phase I of the IGE Evaluation Project. Working Paper No. 258. Report.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 79

Grant-OB-NIE-G-78-0217

Note-212p.; For related documents, see EA 012 294-296; Occasional pages may not reproduce clearly

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Academic Achievement, Achievement Tests, *Data Analysis, *Data Collection, Elementary Education, Evaluation Criteria, Evaluation Methods, Individualized Instruction, *Individualized Programs, Program Development, *Program Evaluation, Questionnaires, *Research Methodology, Sampling, Teaching Methods

Identifiers-*Individually Guided Education

This paper is one of a group that describes the research methodology for an evaluation of individually guided education (IGE) in American elementary schools. The paper covers the first phase activities from solicitation of participants (April 1977) through preparation of final data tapes for the structural equations analysis (September 1978). Topics include procedures for solicitation of participants, within-school arrangements for participation, materials and packaging, data collection procedures, and comments from participating schools. A lengthy appendix contains samples of correspondence with participants, evaluation materials, and specification of data problems. (Author/JM)

Price, Gary G.

Sampling for Phase I of the IGE Evaluation. Working Paper No. 223. Report.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 77
Contract-NE-C-00-3-0065
Note-81p.; Appendices B and D may not reproduce clearly; For related documents, see EA 012 294-295
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Elementary Education, *Individualized Programs, Measurement Instruments, Program Descriptions, Program Evaluation, Questionnaires, *Research Methodology, Research Problems, *Sampling
Identifiers-*Individually Guided Education

This paper is one of a group that describes the research methodology for an evaluation of individually guided education (IGE) in American elementary schools. Described here are the procedures used to select the sample of schools being studied in the first phase of the evaluation. This phase was a large sample study that used structural equations methods to examine relations between certain features of IGE schools and both pupil and staff outcome variables. The document also describes both the population of IGE schools and the sample, thereby providing an objective basis for judging the representativeness of the sample. A sampling procedure based on stratified random sampling was chosen to assure that the sample would reflect the full range of variability of IGE schools with respect to characteristics measured by the IGE Schools Questionnaire of March 1976. However, too few of the randomly selected schools agreed to participate, so it became necessary to request the participation of schools not initially selected. The sampling frame developed for stratified random sampling then was used to gauge how well the participant schools represented the total population despite the dangers of self-selection. A lengthy appendix contains the IGE Schools Questionnaire and tables of stratification variables. (Author/JM)

ED 180 101 EA 012 297

Martin, Andrew And Others

Supervising the Development and Presentation of a Pilot Program to Reduce Sex-Role Stereotyping in Dallas Public Schools.

Pub Date-30 Mar 79

Note-169p.; Group Practicum, Nova University; Occasional pages may not reproduce clearly

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Elementary Secondary Education, Pilot Projects, Program Descriptions, Questionnaires, *Sex Discrimination, Sex Fairness, *Sex Role, *Sex Stereotypes, *Student Attitudes, Student Behavior, *Teacher Attitudes, *Workshops

This paper describes a project to increase staff and student awareness of sex-role stereotyping and to decrease sexist practices of students and teachers. Workshops were held in one school as a pilot for the project and subsequently in seven other rather typical elementary schools in the Dallas (Texas) Independent School District. Prior to the workshops, all professional staff members who were to participate responded to an attitudinal questionnaire to determine their level of sex bias. The two to four hour workshops consisted of films, questionnaires, and small group activities aimed at uncovering sex-role stereotyping. Posttests indicated a significant decrease in sex bias. The behavioral goals of the program were to reduce the ratio of girls to boys involved in disciplinary procedures by 15 percent; to decrease the divergence between the grades of boys and girls by 15 percent; to raise the level of integration of boys and girls into physical education programs by 10 percent; and to raise the number of boys participating in choral programs by 5 percent. (Author/JM)

ED 180 102 EA 012 298

Rubel, Robert, Comp. And Others
Crime and Disruption in Schools. A Selected Bibliography.
Aspen Systems Corp., Germantown, Md.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Jan 79
Contract-J-LEAA-023-77
Note-103p.; Appendix C may not reproduce clearly
Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 027-000-00862-3)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Annotated Bibliographies, Crime, Delinquent Behavior, Discipline Problems, Elementary Secondary Education, Police School Relationship, *Prevention, *School Security, *School Vandalism, Security Personnel, Student Rights, *Violence

This annotated bibliography about crime and disruption in schools has been assembled from academic, professional, and government sources. The citations are organized into four major parts. Overview: Nature and Extent of the Problem'' contains studies that describe the cost of school crimes, primarily vandalism and arson, both in dollars and in psychosociological terms. The Students: Misbehavior and Traditional Discipline'' concerns studies of the causes and manifestations of student misbehavior. The effect of traditional school discipline methods (corporal punishment and suspension) on students is included, as are several discussions of students' rights. School Programs: Multiple Approaches'' includes a sampling of curriculum changes, teaching methods, student-based discipline, alternative schools, programs for handling known offenders, and other innovative strategies. School Buildings: Physical Security'' describes the use of police and security guards on the premises, together with a variety of anti-intrusion hardware and systems. The Executive Summary of the National Institute of Education study, Violent Schools Safe Schools,'' is reprinted in the appendices following a list of sources and of organizations currently working in the field. (Author/MLF)

ED 180 103 EA 012 299

School Crime: The Problem and Some Attempted Solutions.

National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date-79

Note-14p.; Not available in paper copy due to marginal legibility of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 027-000-00860-7); Single copies available without charge from NCJRS-GIP Program, Box 6000, Rockville, MD 20850

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annotated Bibliographies, *Crime, Elementary Secondary Education, *Prevention, *School Security, *School Vandalism, *Violence

This 12-page pamphlet briefly summarizes some of the research on school crime and discusses suggested solutions that are grouped to reflect different philosophical biases and assumptions about the origins of school crime and vandalism. Eleven references with brief annotations and a list of national organizations providing technical assistance to schools complete the pamphlet. (MLF)

ED 180 104 EA 012 300

Brock, Kenneth L.
A Basic School Filing System. Reprint.
New York State Education Dept., Albany. Office of Cultural Education.
Pub Date-72
Note-86p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Elementary Secondary Education, *Filing, Guides, *Information Storage, School Districts

This manual is designed to guide school personnel in installing a basic filing system in their schools. It provides both a filing system outline that can be patterned to any school and instructions for selecting materials and making the installation. Some of the topics covered include planning the installation, adapting the system, determining materials needed, installing the system, and extending the system to other files in the school. (Author/LD)

ED 180 105 EA 012 301

Economic Dimensions of Education. Report.
National Academy of Education, Washington, D.C.
Pub Date-May 79
Note-163p.
Available from-National Academy of Education, 11 Dupont Circle, Suite 130, Washington, DC 20036 ($7.50)
Pub Type- Collected Works - General (020) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Economic Research, Educational Accountability, *Educational Economics, Educational Finance, Educational Quality, Elementary Secondary Education, Essays, Higher Education, *Human Capital, Human Resources, *Theories

The purpose of this collection of five essays is to present a sample of the diverse directions taken by economists in their analysis of education. Topics discussed include the effects of earnings on human capital formation; the production function and its use in the study of education; goals and accountability; domestic educational finance and the international study of macroeducational planning; and human capital formation beyond the traditional educational sector. (Author/LD)

ED 180 106 EA 012 302

McDonald, Milton S. And Others

Administrator Evaluation: A Look at Georgia and the Nation. Georgia Professional Standards Commission Issues for Education Series.

Georgia Professional Standards Commission, Atlanta.

Pub Date-79

Note-47p.; Appendices may not reproduce clearly due to small print

Available from-Georgia Professional Standards Commission, 1645 Tullie Circle, N.E., Suite 105, Atlanta GA 30329 (Free to appropriate educational organizations and professionals while supply lasts)

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Attitudes, *Administrator Evaluation, *Educational Trends, Elementary Secondary Education, Literature Reviews, *Principals, School Surveys, State Legislation

Identifiers-*Georgia

The recommendations contained in this publication regarding the evaluation of administrators are based on research conducted by the Professional Standards Commission of the state of Georgia. The booklet explores administrator evaluation in Georgia and national trends and events, including state mandated programs. Discussed are the results of a survey to determine how school district administrators are evaluated. A second phase of the research, also discussed, is how principals regard their own evaluation. Responses from 64 percent from the 187 school districts in Georgia are represented in table form. In phase 2 of the study, 135 principals from 125 different school districts were interviewed, and data are categorized by size of the district and type of school administered. Principals surveyed said that the important keys to successful administrator evaluation are the competence of the person who evaluates and the validity of the instrument used. An extensive bibliography and sample evaluation forms are also included. (Author/LD)

ED 180 107 EA 012 303

A Study of the Local Government Impacts of Proposition 13. Supplemental Report: K-12 School Districts. A Report for the Governor and the Legislature as Required by Government Code Section 16285.

California State Dept. of Education, Sacramento.; California State Dept. of Finance, Sacramento.

Pub Date-Mar 79

Note-56p.; Parts of document may be marginally legible

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Finance Reform, *Instructional Programs, *Program Budgeting, School Districts, *School Support, School Surveys

Identifiers-*Proposition 13 (California 1978)

This report to California's governor and legislators was prepared in response to Government Code Section 16285 and supplements a four-volume Department of Finance report. It discusses the results of a survey to determine the impact of Proposition 13 and subsequent fiscal relief legislation on specific programs carried out by California school districts. A cross-section of 157 school districts and 9 county offices of education was surveyed. Recaps of the responses, found in an extensive appendix to the report, provide data by district type, size, and expenditures per average daily attendance. The responding districts completed the applicable parts of the survey by indicating that a program had either increased, decreased, or was not affected. (Author/LD)

Augenblick, John And Others

School Finance Reform in the States: 1979. An Overview of State Activity in 1978-79, Current Trends in Litigation, Research in School Finance and Prospects for 1979-80. Report No. F79-4.

Education Commission of the States, Denver, Colo. Education Finance Center.
Pub Date-Jul 79
Note-65p.; For a related document, see ED 158 425
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Court Litigation, *Educational Research, Elementary Secondary Education, *Equal Education, *Finance Reform, School Districts, *State Legislation
Identifiers-Proposition 13 (California 1978)

This booklet examines specific legislation, court decisions, research and other activities of school finance reform in 1978-79. It also speculates about school finance reform activities in the states in 1979-80. The first chapter summarizes important school finance legislation. School finance litigation is examined in the second chapter. Research activities related to school finance reform are the subject of the third chapter. A brief overview of the state school finance activity expected in the coming year is examined in the last chapter. A glossary of school finance related terms is given in the appendix. (Author)

ED 180 109 EA 012 305

Shellard, John S., Ed.

Educational Research for Policy Making in Australia. Addresses Given to the New South Wales Institute for Educational Research.

Australian Council for Educational Research, Hawthorn.

Pub Date-79

Note-126p.

Available from-The Australian Council for Educational Research, Ltd., PO Box 210 Hawthorn, Victoria, Australia 3122 ($10.00)

Pub Type- Collected Works - General (020) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Policy, *Educational Research, Elementary Secondary Education, *Policy Formation, Speeches

Identifiers-*Australia

This collection of nine speeches, written by researchers and administrators, concerns the relevance of educational research in the making of educational policy in Australia. Some of the topics include the contributions of research to policy, some dilemmas of worldwide policy-oriented research, and establishing dialogue between researchers and policymakers. (Author/LD)

ED 180 110 EA 012 308

Robinson, John V. And Others

Project Probe: A Student Conducted Study of Truancy. A Project Report.

Pub Date-Jun 79

Note-31p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attendance, Junior High Schools, *Peer Influence, Questionnaires, School Environment, *Student Attitudes, *Student School Relationship, Student Teacher Relationship, *Teacher Attitudes, *Truancy

A 50-item questionnaire was developed with the assistance of a group of five current truant, five former truant, and five nontruant junior high students for distribution to students and teachers at one junior high within the Iowa City Community School District. Survey results indicated that most student and teacher respondents believed that truancy was highly related to peer influence and that improved relations and communications between students, teachers, and parents would result in improved attendance. Student and teacher respondents were generally in agreement on causes of truancy but differed somewhat on solutions, with teachers favoring increased structure and students favoring a more open academic environment. (Author)

ED 180 111 EA 012 309

Dupuis, Yves
Education Price Index, Elementary-Secondary Level. Methodological Report. Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.
Pub Date-Dec 79
Note-57p.; For a related document, see ED 175 159; Service Bulletin may not reproduce clearly due to small print
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cost Indexes, *Economic Research, Elementary Secondary Education, Expenditures, Foreign Countries, *Research Methodology, *School District Spending, *Statistical Analysis, Teacher Salaries
Identifiers-*Canada, *Education Price Index

An education price index for elementary and secondary education in Canada was needed to determine what portion of expenditure growth was caused by changing prices, as opposed to the quantity and/or quality of inputs purchased. The primary objective was to construct a statistical measure that would permit expenditures on education to be deflated. Using the statistical technique of deflation, pure price change is identified first, then change in the quantity and/or quality of education inputs can be established as residuals. Following more than one year of consultation with potential major users, a methodology was selected. This document presents the background for the publication of price indices of elementary and secondary education and describes the detailed methodology. The following elements are discussed: the population concerned, the reference period, the items of the index and their weights, the price variations, the formula and the calculation of the index, and the teachers' salaries subindex. (Author/MLF)

ED 180 112 EA 012 310

Doherty, Robert E.

Industrial and Labor Relations Terms: A Glossary. ILR Bulletin Number 44. Fourth Edition, Revised.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Pub Date-79
Note-34p.
Available from-ILR Publications, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, NY 14853 ($2.50)
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Collected Works - Serials (022)

Document Not Available from EDRS.

Descriptors-*Definitions, *Employer Employee Relationship, *Glossaries, *Industrial Relations, *Lexicography

Since the first edition of this volume was published in 1962, new terms have entered the lexicon of labor relations practitioners, established terms have taken on new meanings, and others seem to have vanished. The revision brings descriptions into conformity with the matters described. New terms enter from at least three sources. The first source is the practitioner who introduces a term that catches on. Academics have been another source of change; and finally, changes in public policy have engendered new jargon. (Author/MLF)

Badertscher, Jim

The Employment Interview: An Essential Selection Tool. OSSC Bulletin Vol. 23, No. 5.

Oregon School Study Council, Eugene.

Pub Date-Jan 80

Note-30p.

Available from-Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 ($2.00; $1.50 if prepaid; 10% discount for 10 or more copies)

Pub Type- Collected Works - Serials (022) - Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Guides, *Civil Rights, Elementary Secondary Education, Employer Employee Relationship, *Employment Interviews, Employment Qualifications, *Equal Opportunities (Jobs), Federal Legislation, Listening Skills, Occupational Information, *Personnel Evaluation, *Personnel Selection, State Legislation

Identifiers-Oregon

The selection of a highly qualified staff is important to the development of an excellent school. In this article, school administrators are advised in the area of personnel selection about preparations for interviewing, conducting an interview, relevant questioning, and the art of effective listening. A major contribution is a review of what constitutes a lawful interview and the possible repercussions of violating statutes pertaining to the interviewing process. Federal and Oregon legislative acts pertaining to equal employment are summarized and applied to topics that may be discussed at an interview with examples of lawful inquiries and unlawful inquiries. (Author/MLF)

ED 180 114 EA 012 312

Mefford, Mae Swinney

A Comparison of Role Performance and Role Expectation of Supervisors in Selected Public School Districts in Kentucky.

Pub Date-Apr 79

Note-102p.; Ed.S. Thesis, Western Kentucky University

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Administrator Responsibility, *Administrator Role, Curriculum Development, Educational Research, Elementary Secondary Education, Inservice Programs, Questionnaires, *Supervisors, *Supervisory Activities

Identifiers-Kentucky

This study identified the responsibilities assigned to instructional supervisors (role performance) and what they felt these responsibilities should be (role expectation). Ninety Kentucky supervisors made up the sample. A 63-item questionnaire was administered in which respondents were requested both to identify their primary and secondary responsibilities and to enumerate those tasks they believed should be their responsibilities. Findings indicate that the tasks assigned to supervisors are primarily in the areas of developing curriculum, organizing for instruction, and providing inservice education. Basically, supervisors agree that most of the functions they perform are properly parts of their roles. Generally, where their role expectations and role performances are not the same, supervisors expect more rather than less responsibility; however, some supervisors do believe that their responsibilities in the areas of textbook distribution and federal program monitoring are not properly part of their jobs. (Author/JM)

Positive Approaches Toward Student Discipline.
New York State Education Dept., Albany.
Pub Date-79
Note-46p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Alcoholic Beverages, *Attendance, *Demonstration Programs, *Discipline Policy, Discipline Problems, Drug Abuse, Program Descriptions, *School Policy, *School Vandalism, Secondary Education, Smoking, Surveys, Suspension, Truancy, Violence
Identifiers-New York

This report presents a number of discipline policy recommendations based on the results of a survey of students, teachers, and administrators in 60 randomly selected high schools in New York State. The bulk of the report is contained in the appendix and presents exemplary discipline programs in public and private secondary schools in New York. These programs were identified through a survey sent to all New York schools. The programs are concerned with methods used to handle attendance problems, smoking, drug and alcohol abuse, vandalism, violence, and food wars. Inschool suspension programs are also presented. (Author/JM)

Beaubier, Edward W. Thayer, Arthur N.
Project Leadership. Assessment Alternatives.
Association of California School Administrators.
Pub Date-73
Note-112p.; For a related document, see ED 163 662; Best copy available
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Attitudes, *Administrator Evaluation, *Educational Environment, Elementary Secondary Education, Evaluation Methods, *Institutional Evaluation, Leadership, Measurement Instruments, Needs Assessment, *Principals, Questionnaires, *Self Evaluation, Teacher Attitudes, Teacher Evaluation

Utilization of the instruments presented in this collection allows site administrators to assess their own performance and the operation of their schools. These instruments allow principals to assess such factors as school climate, student and citizen opinion of the school, the principal's and staff's philosophies and assumptions, school organization and performance, staff's and principal's perception of school problems, and school communication. Also included are instruments to assess individualized instruction, inservice needs, school problem-solving, management style, and the staff's perception of needs. (Author/JM)

ED 180 117 EA 012 315

Atkinson, Gene Spuck, Dennis W.

Institutional Strategies in Comparative Educational Administration.

Pub Date-8 Apr 79

Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Change Strategies, *Comparative Education, *Educational Administration, *Educational Technology, Higher Education, *International Educational Exchange, Organizational Change, *Organizational Theories, *Technology Transfer

Identifiers-*University of Houston TX

This report reviews certain problems of international transfer of technology in the field of administration of higher education within the context of current theory about change processes and examines one university's programs in this area. The focus of attention in this report is the Cooperative Graduate Education Program initiated in 1974 between the University of Houston (UH) and the Autonomous University of Guadalajara (UAG). Original program goals for UAG included improvement of instruction and administration; the UH goals were multicultural experiences for faculty and students (including future school administrators and bilingual teachers) and research opportunities. Through the analysis of one operational training model, selected aspects of change theory are illustrated and questions are identified that will require further study. (Author/MLF)

ED 180 118 EA 012 318

Fuchs, Diane Rabin, Steve A.
Tax Equity in the Fifty States. The CAPE Measure. Taxes: How the States Measure Up.
Coalition of American Public Employees, Washington, D.C.
Pub Date-Feb 79
Note-71p.; Not available in paper copy due to small print
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Finance Reform, *Justice, *Property Taxes, State Legislation, *State Programs, Tables (Data), Tax Effort, *Taxes
Identifiers-Income Tax, Sales Tax, Tax Equity

This study identifies the features of state tax systems that contribute to tax equity. It also identifies states that have come closest to achieving those features and ranks the states accordingly. Thus, the greater the conformity, the more equitable the tax system, and the higher the state's ranking. The study looks at the four major tax areas of sales, income, business, and property taxes, as well as the general area of state tax administration. Numerous tables that summarize the findings are also included. (Author/LD)

ED 180 119 EA 012 319

Weibly, Gary W.

Parental Involvement Programs: Research and Practice.

Pub Date-Apr 79

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Disadvantaged Youth, *Economically Disadvantaged, Educational Research, Elementary Education, Failure Factors, Parent Attitudes, *Parent Participation, Preschool Education, Program Development, *Socially Disadvantaged

Educational research cited in this paper suggests that the involvement of low socioeconomic status (SES) parents in the educational process has a positive influence on their children's academic achievement. At the preschool level, programs in which parents were instructed in ways to promote their children's intellectual development were found to be particularly successful in producing long-term improvements in student achievement. In some cases, parents working as paraprofessionals in the school or as advisors for preschool programs produced student achievement gains. At the elementary level, the limited research available indicates that parents serving as tutors for their children can improve achievement. The success of parental involvement programs may be endangered by many obstacles. Included among these are incomplete program implementation, parental attitudes about serving as an educator, disinterest or discouragement, and negative attitudes toward the program. These obstacles, although troublesome, can be effectively overcome. (Author/JM)

ED 180 120 EA 012 320

Raskas, Hillel I.

The Relationship Between School-Community Relations, Community Support, and Student Achievement in Communities of Different Socio-Economic Character. Technical Report No. 525. Parts 1 and 2.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 79
Grant-OB-NIE-G-78-0217
Note-608p.; Ph.D. Dissertation, University of Wisconsin; For related documents, see ED 165 311-312; Some appendices may be marginally legible due to small print
Pub Type- Dissertations/Theses (040)
EDRS Price - MF03/PC25 Plus Postage.
Descriptors-*Academic Achievement, *Community Support, Educational Research, Elementary Secondary Education, Interviews, Models, Parent Participation, Problem Solving, *Rural Schools, *School Community Relationship, *School Support, *Suburban Schools

This study examines the relationships between effective school-community relations, community support for schools, and student achievement in two communities of different socioeconomic makeup. The study was carried out in a rural area with low and middle income residents and in a suburban area with middle to upper income residents. A validated interview protocol was used to collect data from parents and school staff. Student data were measured through achievement test scores and academic grades for students in the fourth, fifth, and sixth grades. Results indicate that communication between home and school best accounted for satisfaction with school-community relations and for a sense of legitimacy at the rural school. Involvement of parents best accounted for satisfaction with school-community relations and for legitimacy at the suburban school. It was concluded that there was a clear difference between parents' involvement in activities and their participation in decision-making. Most of the issues that parents identified with resolution of conflict or problems were at the individual child-parent-teacher level. Alternative models to explain school-community relations were identified. Finally, the importance of conducting research at the local school site was indicated for the study of school-community relations and the politics of education. (Author/JM)

ED 180 121 EA 012 321

Department of Education Organization Act. Public Law 96-88.
Department of Education, Washington, D.C.
Pub Date-17 Oct 79
Note-31p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Organization, *Education, Elementary Secondary Education, Federal Government, *Federal Legislation, Federal Programs
Identifiers-*Department of Education Organization Act 1979

This pamphlet reproduces federal legislation that officially establishes a Department of Education. (LD)

ED 180 122 EA 012 322

Brehman, George E., Jr.

Conditions of Education in Pennsylvania: Present, Past and Future.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date-Feb 79

Note-294p.; Some pages may be marginally legible due to small print

Pub Type- Information Analyses (070) -- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Adult Basic Education, *Demography, Elementary Secondary Education, Employment Projections, *Enrollment Projections, *Expenditure Per Student, *Financial Support, Higher Education, *Income, Instructional Student Costs, Population Growth, Private Schools, Public Schools, Student Transportation, Tables (Data), Teacher Salaries, Trend Analysis, Tuition, Vocational Education

Identifiers-*Pennsylvania

This report, compiled by the Pennsylvania Department of Education, offers an overview of education in Pennsylvania from the past through the present with future projections. Extensive use of data in the form of tables and graphs is used to analyze the three main sections of the book: demographic trends, basic education, and higher education. (Author/LD)

ED 180 123 EA 012 323

Carter, David G., Sr.

Conducting Research in School Systems Confessions of a College Dean.

Pub Date-Apr 79

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979); Not available in paper copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College School Cooperation, Conflict, *Educational Research, Elementary Secondary Education, *Failure Factors, Research Needs, *Research Problems, *School Districts, Student Rights, Teacher Role

A number of problems may arise when university-based researchers conduct research in public school districts. Administrators may be suspicious about the value of research activities unless they are given an accurate understanding of its outcomes and benefits. Those conducting research in school systems must ask themselves a number of questions concerning such areas as teacher role in the research program and participation in setting its goals, student participation and its effect on students, and how the results will be used and disseminated. For successful research efforts to take place, the researcher must first gain acceptance in the system, there must be a logical consistency between research stages, and the researcher must collaborate with school district personnel. Research activities will be questioned unless they are useful to the school district. It is especially important to protect the rights of students who participate in research studies. Unless researchers develop guidelines that balance the right to privacy and the need for research, society will endeavor to bring this balance about on its own terms. (Author/JM)

ED 180 124 EA 012 324

Carter, David G., Sr.

Minimum State Proficiency Requirements for High School Graduation: Accountability for What and to Whom?

Pub Date-Apr 79

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979); Not available in paper copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Court Cases, Court Litigation, Due Process, *Educational Accountability, *Graduation Requirements, *Minimum Competency Testing, *Performance Based Education, Racial Discrimination, Secondary Education, State Programs

Proficiency, or competency, testing is a recent attempt to meet the

public demand for accountability. But instead of placing the responsibility on the educational organization, competency testing appears to be a sophisticated approach to holding students and teachers accountable. Although some form of student assessment is needed, it is not yet certain that minimum competency testing is the answer. Educators must carefully scrutinize minimum competency testing programs if the inevitable legal challenges to this testing are to be withstood. Several types of court cases provide insight into legal problems created by proficiency testing. Plaintiffs contend that these tests discriminate against minorities, deny due process, and are culturally or linguistically biased. Educators and legislators must be willing to learn from these cases so that injuries to students can be minimized. (Author/JM)

ED 180 125 EA 012 331

Kaufman, Roger And Others

Human Dimensions of School Improvement.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-75

Contract-NE-C-00-3-0089

Note-206p.

Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($6.00)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Change Strategies, Guides, *Leadership, *Leadership Styles, *Models, *Motivation, Motivation Techniques, Needs Assessment, *Organizational Change, Planning, Theories

Identifiers-*Transactional Analysis, *Transactional Life Cycle Theory

This book was written for educators involved in planning educational improvements. Each of the chapters provides a framework for understanding various factors affecting efforts to implement change, for example, how change can be planned and managed effectively, how people can be motivated successfully, how to improve management styles and individuals' behavior, and how to organize and mobilize both personnel and resources to successfully implement change. (Author/LD)

ED 180 126 EA 012 332

Walters, Donald L.

What School Financial Reports Reveal and Hide.

Pub Date-Oct 79

Note-23p.; Paper presented at the Annual Meeting of the Association of School Business Officials (Denver, CO, October 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Budgeting, Expenditures, Guides, Income, *Money Management, *School Funds, Speeches

The problem of full disclosure of the financial operation and position of a school system is discussed in this paper. Techniques described for analyzing revenue and expenditure patterns include percentage changes and index numbers for horizontal analysis and proportions for vertical analysis. Also discussed are how financial reports are affected by the budgetary cycle and the instability of the dollar as a unit of measure. Financial ratios for measuring liquidity and stability are illustrated. Additional techniques are illustrated to show how to "age" payables and receivables and how to estimate the life of inventory. (Author/LD)

ED 180 127 EA 012 333

Halstead, D. Kent Weldon, H. Kent
Tax Wealth in Fifty States. 1977 Supplement.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 79
Note-183p.; For a related document, see ED 157 167; Not available in paper copy due to small print in original document
Available from-Superintendent of Documents, Government Printing Office, Washington, DC 20402 (Stock No. 017-080-02076-9; $5.50)
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Comparative Statistics, *Fiscal Capacity, *Income, *Local Government, Property Taxes, *State Government, Statistical Data, Tables (Data), *Tax Effort, Taxes

This first supplement to the basic volume presents tax capacity, effort, and collected revenue data for state and local governments for 1977. Planned for issuance every other year, the supplement consists of computer printout tables with the earlier basic volume continuing to serve as reference for theory, analysis, and methodology. Figures for all states for fiscal year 1977 are presented in extensive tables. The system used is a simplified version of the Representative Tax System, which identifies tax bases, determines national average tax rates for those bases, and uses the figures to determine each state's reasonable taxing capacity. The system also provides for comparing actual taxing performance against these capacities to reveal relative tax effort. The appendix offers tables of capacity and effort measures by type of tax. (Author/LD)

ED 180 128 EA 012 334

Larson, Robert L.

Goal Setting in Planning: Myths and Realities. Occasional Paper Number 3.

Vermont Univ., Burlington. Center for Research on Vermont.

Pub Date-80

Note-46p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Case Studies, *Educational Objectives, *Educational Planning, *Models, *Program Planning

Identifiers-*Vermont

This study discusses and evaluates the Phi Delta Kappa (PDK) planning model for goal setting in educational systems by examining the results of its use in five Vermont schools. The findings show a gap between educational realities and the tradition of organizational maintenance and change on which the model is based. Also discussed are studies of the model's use revealing similar results throughout the country and implications for future planning. The study concludes that, although the PDK-type model may be useful for certain purposes and in certain situations, it does not work as intended and may even be counterproductive. The report suggests rethinking traditional planning models to better fit the educational environment. (Author)

Van Rooyen, I.

A Systems Approach to Budgeting in the Education Departments of Developing Countries. Lecture-Discussion Paper No. 6.

University of the Orange Free State, Bloemfontein (South Africa).
Pub Date-Nov 78
Note-13p.; Not available in paper copy due to small print of original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Budgeting, Developing Nations, *Educational Development, *Systems Approach
Identifiers-*Planning Programming Budgeting System, *South Africa

This paper describes use of systems analysis or the Planning-Programming-Budgeting System (PPBS) in the education departments of developing countries. First, the systems approach in budgeting is described. Next, its use in education is considered. Finally, the paper recommends that educational planners assess needs and define goals and objectives as a first step towards implementation of the system. (Author/LD)

ED 180 130 EA 012 336

Brazelle, R. R.

Educational Planning: An Orientation. Lecture-Discussion Paper No. 7.

University of the Orange Free State, Bloemfontein (South Africa).

Pub Date-Nov 78

Note-15p.; Not available in paper copy due to small print of original document

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Planning, *Human Resources

Identifiers-*South Africa

This paper discusses educational planning and its connection with human resource development. Also discussed are types of educational planning in different settings: the cabinet, the national planning agency, and the ministry of education. The paper concludes that education planning should be integrated with the plans of broader national development, be a part of educational management, and be concerned with the quality of educational development not merely with quantitative expansion. (Author/LD)

ED 180 131 EA 012 337

Buchmiller, Archie A.

Planning-Programming-Budgeting-Evaluating Systems (Revised). Information Series Volume 7, Number 4.

Wisconsin State Dept. of Public Instruction, Madison.
Report No.-WSDPI-Bull-0222
Pub Date-Oct 79
Note-15p.
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Budgeting, *Educational Development, Program Development, *Program Evaluation, *Program Planning, *Systems Approach
Identifiers-*Planning Programming Budgeting Evaluating System, Wisconsin

This paper discusses how the planning, programming, budgeting, and evaluating systems (PPBES) can be individually designed to help local school districts meet their financial needs. Each segment of the system is individually described along with actual implementation. The paper concludes that adoption of such systems can enhance educational decision-making and bring about budgeting reform and improvement. (Author/LD)

ED 180 132 EA 012 338

Cassie, J. R. Bruce And Others

A Comparative Analysis of CHOICES and S.G.I.S.: Selected Aspects of On-Line and Batch Delivery Systems for Computer-Assisted Guidance Services.

Ontario Dept. of Education, Toronto.
Pub Date-79
Note-156p.
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($3.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Comparative Analysis, *Computer Oriented Programs, Counselor Role, Counselors, Foreign Countries, *Occupational Guidance, Program Evaluation, Questionnaires, Senior High Schools, Student Attitudes, *Vocational Counseling
Identifiers-Canada, *Computerized Heuristic Occupational Information, *Student Guidance Information Service

This study evaluated the effectiveness of two Canadian computer-assisted career guidance services: the Computerized Heuristic Occupational and Career Exploration System (CHOICES) and the Student Guidance Information Service (S.G.I.S.). For three months, students were given access to both CHOICES and S.G.I.S. Students completed a questionnaire and a sample was also observed using both systems. The study reached 10 major conclusions: (1) Both systems contribute to student career maturity. (2) Neither system has a sound strategy for effective student use. (3) Many students require counselor assistance when using CHOICES. (4) There are important sex and grade differences in the use of both systems. (5) The introduction of computer-assisted guidance services demands a reappraisal of counselor roles. (6) The difference in cost between a batch and an on-line system cannot be analyzed without consideration of additional variables, including existing computer systems. (7) The use of both systems can require high levels of reading skill. (8) A prerequisite for effective use of both systems is student skill in decision-making. (9) Most students would prefer to have access to both systems rather than choose between them. (10) Career guidance specialists prefer the descriptions of careers available from S.G.I.S. but note a wide range of errors, omissions, and irrelevancies in both systems' printouts. (Author/JM)

ED 180 133 EA 012 339

Brison, David W.

Three Studies of the Effects of Teachers' Strikes.

Ontario Dept. of Education, Toronto.

Pub Date-79

Note-538p.; Some tables may not reproduce clearly; For a related document, see ED 165 303

Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($5.00)

Pub Type- Reports - Research (143)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors-*Academic Achievement, *Dropout Attitudes, *Dropout Rate, Elementary Secondary Education, Foreign Countries, Grade 12, Grade 13, *Grades (Scholastic), Interviews, Questionnaires, *Student Attitudes, *Teacher Strikes

Identifiers-*Ontario (Toronto)

This report summarizes three separate research studies stemming from a strike of secondary school teachers in metropolitan Toronto in 1975. It examines the effects of the strike on students' academic progress and achievement, as well as effects on retention rates and entry of students into the university and college. It also assesses how students' attitudes have been affected by the strike, with the purpose of guiding future efforts in collective bargaining. The first study examines secondary data on student marks and the usefulness of such data as a basis for inferences about real academic achievement. The second study analyzes attitudinal data collected by questionnaires and interviews from students. The final study reports on interviews with dropouts and compares the characteristics of those who left in the strike year with those who left in the preceding and following years. (Author/LD)

ED 180 134 EA 012 342

Giammatteo, Michael C. Giammatteo, Dolores M.

Executive Well-Being: Stress and Administrators.

National Association of Secondary School Principals, Reston, Va.

Pub Date-80

Note-67p.

Available from-NASSP, 1904 Association Drive, Reston, VA 22091 ($4.00; quantity discounts; orders of $10 or less must be accompanied by payment)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adjustment (to Environment), *Administrative Personnel, Administrator Attitudes, *Administrator Role, Anxiety, Communication Problems, Conceptual Schemes, Conflict, *Emotional Problems, Perception, Principals, *Stress Variables, Time, Withdrawal Tendencies (Psychology), Work Environment

This booklet explains the meaning and sources of stress, presents a model differentiating among several approaches to dealing with stress, and offers advice and self-help exercises to aid in alleviating the causes of stress. Each chapter topic is a component of the stress alleviation model: stress awareness, tolerance, stress reduction, and stress management. Emphasizing that unknown stressors have more power over people than recognized stressors, the stress awareness chapter presents eight exercises designed to help administrators become aware of stressors. The chapter on tolerance focuses on techniques and exercises to facilitate tolerance of stress as well as tolerance of the feelings or statements of others that are different from the administrator's own. The stress reduction chapter mentions practical tips to reduce stress, problem-solving techniques, and relaxation exercises. In the chapter on stress management, the authors discuss interpersonal conflict, time management, and attitude adjustment. (JM)

ED 180 135 EC 121 671

Vicente, Ann R., Ed.

The Learning Disabled Student in the Regular Classroom. A Guide for Teachers.

British Columbia Dept. of Education, Victoria.
Pub Date-Apr 79
Note-119p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrator Role, Definitions, *Educational Diagnosis, Elementary Secondary Education, Evaluation Methods, Foreign Countries, *Identification, Instructional Materials, *Learning Disabilities, *Mainstreaming, Models, Parent Role, Resource Guides, Special Education Teachers, Special Programs, *Teaching Methods
Identifiers-British Columbia, Canada

The resource guide was designed primarily for teachers in British Columbia and provides information for working with mainstreamed learning disabled children. The guide is divided into the following eight topics (with sample papers in parentheses): learning disabilities (Myths and Realities in Learning Disabilities'' by W. Cruickshank, Learning Disabilities A Critical Look at Methods of Assessment and Remediation'' by W. Hawke); elementary classroom teachers (Cloze Procedure'' by R. Wilson, Detection of Children with Learning Disabilities'' by B. Reid, Hints for Teachers of Learning Disabled Children'' by N. Munro); elementary learning assistance teachers (Educational Planning Based on Diagnosis'' by J. McCarthy, The Person Called Learning Disabled and Behavior Disordered'' by Reynolds and Birch); secondary classroom teachers (From a Parent What is Being Done'' by D. Kronick); secondary special programs (Excerpts from Peer Tutoring Handbook'' by E. Gilchrist); administrators, coordinators, principals (Educational Program Planning Model'' by R. Parker, Evaluation of Role of Supervisor of Special Services'' by R. Parker); and parents (Guidelines for Parents, Teachers and Volunteers'' by B. Reid). Among appendixes are lists of materials available in language arts, math, science and other areas; lists of publishers of educational materials, organizations, and periodicals in the field; as well as a glossary of terms. (PHR)

ED 180 136 EC 121 714

Zigler, Edward

Controlling Child Abuse in America: An Effort Doomed to Failure and Effects of Preinstitutional History and Institutionalization on the Behavior of the Retarded.

Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.

Pub Date-25 May 76

Note-22p.; Lectures presented by Edward Zigler for Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center (Omaha, Nebraska, May 25, 1976)

Available from-Meyer Children's Rehabilitation Institute, 444 S. 44th Street, Omaha, Nebraska 68131 ($2.50)

Pub Type- Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Patterns, *Child Abuse, Environmental Influences, Etiology, Family Characteristics, Family Problems, *Institutional Characteristics, *Institutionalized Persons, *Mentally Handicapped, *Parent Child Relationship

Identifiers-Institutionalization (Handicapped)

Two papers, one on child abuse and the other on effects of preinstitutional history and institutionalization on the behavior of the retarded, are presented. In the first paper the author stresses the need to document the scope and nature of child abuse in American society and discusses the difficulties in defining where on the continuum discipline ends and child abuse begins. Some characteristics of situations in which child abuse is likely to occur, such as the working single parent home, are cited. Courses in parenting are suggested as part of the effort to reduce child abuse. The author finds society's willingness to accept corporal punishment as an acceptable means of discipline at the root of the child abuse problem. Six suggestions for reducing abuse are provided. The second paper focuses on the impact of institutionalization on the behavior and development of retarded individuals. It is contended that three classes of variables determine the effects of institutionalization; they are individual characteristics, the nature of the institution, and measures of the behavioral status and growth of retarded persons (including both cognitive and motivational factors). The importance of the institutional variable is stressed, and incorporates areas such as demography, social/psychological characteristics of the institution, administrative structure, employee attitudes, and actual resident care. Results of several studies are provided. (PHR)

ED 180 137 EC 121 795

Zeitlin, Shirley

Assessing Coping Behavior in Handicapped Children.

Northern Valley Regional High School District, Closter, N.J.
Pub Date- 78
Note-23p.
Pub Type- Tests/Questionnaires (160) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), Behavior Patterns, *Behavior Rating Scales, *Coping, *Handicapped Children, Psychological Patterns, *Student Adjustment
Identifiers-*Coping Inventory

The paper describes the Coping Inventory, an observation instrument that provides an index of handicapped children's adaptive behavior by assessing the behaviors and skills they use to meet their own needs and adapt to the demands of their environment. Coping is defined as an active, adaptive process of using strategies to manage one's world. Coping effectiveness is assessed on a continuum from adaptive to maladaptive. The inventory assesses 48 coping behaviors and identifies coping style along three bipolar dimensions: nonproductive-productive, passive-active, and rigid-flexible. The inventory can be divided into the categories of coping with self and coping with environment. Examples and supportive technical data are presented to show how the Coping Inventory can be used for educational and therapeutic planning. (DLS)

ED 180 138 EC 121 796

Romer, Daniel Berkson, Gershon

Social Behavior of Mentally Handicapped Clients in Different Community Settings.

Illinois Univ., Chicago. Inst. for the Study of Developmental Disabilities.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date-79
Grant-NICHD-10321
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Emotionally Disturbed, Environmental Influences, *Mentally Handicapped, *Peer Relationship, Sheltered Workshops, *Social Environment, *Social Influences, *Social Relations

To study the influence that community settings have upon peer relationships and social behavior, 81 mentally disabled (retarded and emotionally disturbed retarded) adults were observed in their intermediate care residential facility and in one of four workshop programs. In summary, Ss tended to have more extensive affiliation and to aggregate more in their workshops than in their home, though intense relationships tended to be as likely in either setting. It was also possible to classify a S's setting by simply knowing his or her behavior. Findings suggested the importance of the social ecology for successful adaptation of mentally disabled adults in community facilities. (DLS)

Parent Manual: Education for Your Handicapped Child.

Advocacy, Inc., Austin, Tex.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-79
Note-119p.; Print is poor on some pages.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Confidentiality, Court Cases, Discipline, *Due Process, Educational Diagnosis, Federal Regulation, *Handicapped Children, Hearings, Identification, *Individualized Programs, Mainstreaming, Parent Role, *Parents, *State Legislation, Student Placement, Student Records, Testing
Identifiers-*Education for All Handicapped Children Act, *Texas

Intended for parents, the manual discusses in detail the education of handicapped children, with a focus on the state of Texas. Section 1 provides basic information and covers such aspects as basic laws and regulations including the Education for All Handicapped Children Act (P.L. 94-142), case law, and Section 504 of the Rehabilitation Act of 1973. Also reviewed are the obtaining and keeping of records, and their confidentiality. Section 2 focuses on various aspects of the child centered education process. A chapter on individual assessment covers such things as special services, the parent role, testing requirements, and independent evaluation. The individual education plan (IEP) is examined in terms of such areas as goals and objectives, writing the IEP, and the private school. A chapter on placement reviews such aspects as least restrictive setting, mainstreaming, cost of placement, residential placement, accessibility, and contracting for services. Also covered in Section 2 are the referral process and parent and child rights. The third section concerns how to deal with problems, and focuses on such areas as the discipline of handicapped students, taking legal action, and other administrative remedies. In addition, the impartial due process hearing is examined in detail. Also provided are lists of organizations for parents, state agencies, and organizations providing legal assistance in the state of Texas; a glossary; and brief summaries of important laws, rules, and regulations. Sample forms, letters, checklists, and other aids are appended to individual chapters. (DLS)

Thoman, Evelyn B.

Disruption and Asynchrony in Early Parent-Infant Interactions.

Connecticut Univ., Storrs.
Spons Agency-Grant Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date- 79
Grant-NICHD-HD-08195-01A2; Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Child Development, Communication (Thought Transfer), *Infant Behavior, *Mothers, *Neonates, *Nonverbal Communication, *Parent Child Relationship
Identifiers-*At Risk (for Handicap)

The paper discusses the assessment of infant adaptive behavior and its relationship to the adaptive behavior of the mother, focusing on the discovery of disruption and asynchrony in early mother-infant interaction. The development of the earliest patterns of interaction between mother and infant is discussed, along with the relationship between developmental dysfunction and mother-infant interaction. A communication model for the early interaction between infant and mother is presented, emphasizing the importance of nonverbal communication and the rhythmic patterning of cues as a means by which each partner comes to have expectations for the behaviors of the other member of the dyad. Some major strategies for the longitudinal study of mother-infant interaction are described, and a procedure for recording mother-child communication codes is presented. The kinds of behaviors that are recorded between mother and infant are outlined, with an emphasis on the context in which the behavior is observed. A study of 20 individual mother-infant relationships is described, with the analyses of 30 complex interactional variables for the 20 normal Ss providing a frame of reference with which data from one individual mother-infant pair is compared. (DLS)

ED 180 141 EC 121 839

Laten, Sherry Katz, Gwynne

A Theoretical Model for Assessment of Adolescents: The Ecological/Behavioral Approach.

Madison Public Schools, Wis. Dept. of Specialized Educational Services.
Pub Date-Jun 75
Note-77p.
Pub Type- Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adolescents, *Behavior, Conceptual Schemes, *Emotionally Disturbed, *Environmental Influences, *Psychological Evaluation, *Social Influences

The paper discusses an ecological model of assessment (i.e., one which examines the interaction between the child and his environment) and how it might be used with emotionally disturbed adolescents. A literature review focuses on current trends in assessment; the origins of the ecological perspective; and the ecological perspective in the school environment, in special education in general, and in the special education of adolescents. Research in the areas of ecological assessment, behavioral-ecological assessment, and behavioral-ecological programing is also reviewed. Some theoretical considerations for an ecological assessment model are discussed, including delineating the primary environments in which the child operates, and determining where there is a "poor fit" between child and environment which has led to the referral. An extended example is used to illustrate the ecological-behavioral assessment of adolescents, using an assessment model that is divided into five major phases: referral, expectations of the child's behavior, behavioral descriptions, summary of data, and establishment of reasonable expectations. (DLS)

ED 180 142 EC 121 841

Schenck, Susan J. Levy, William K.

IEPs: The State of the Art in Connecticut.

Northeast Regional Resource Center, Hightstown, N.J.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-May 79

Contract-300-77-0537

Note-70p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Equal Education, Federal Legislation, *Handicapped Children, *Individualized Programs, *Program Development, State of the Art Reviews, *State Surveys

Identifiers-*Connecticut, Education for All Handicapped Children Act

The document, over half of which consists of appendixes, reports on a study of the state of the art in the development of individualized education programs (IEPs) in Connecticut. Specific areas examined included the existence of a diagnostic/instructional link, assessment procedures across handicapping conditions, the development of objectives across handicapping conditions, and the evidence of information necessary to the formulation of an IEP (e.g., date of review, evidence of procedural due process, etc.). The findings indicated serious problems, such as the fact that a significant number of cases investigated had missing data specific to the IEP requirements of the Education for All Handicapped Children Act (P.L. 94-142). Furthermore, the idea that a relationship would exist between the results of the psychoeducational assessments and the goals and objectives of the IEP was not substantiated. There was apparent confusion among professionals regarding the mechanics of developing the IEP and what required data must be included, and an inability of the IEPs examined to account for a child's all day needs. Results indicated a need for inservice training in several areas. Appendixes include survey forms, educational objectives across handicapping conditions by test grade equivalents, and assessed weaknesses. (DLS)

Ober, Edward M. Perine, Joseph P.

A Guide to the Legal Rights of Hearing Impaired Developmentally Disabled Persons for Educators, Habilitation Specialists, Employers.

Arizona Univ., Tucson. Coll. of Education.
Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.
Pub Date- 78
Note-16p.; Color of original may cause marginal legibility in paper copy.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affirmative Action, *Aurally Handicapped, Court Cases, *Developmental Disabilities, Educational Finance, Educational Opportunities, Employment Practices, *Equal Education, *Equal Opportunities (Jobs), *Federal Legislation, Individualized Programs, Mainstreaming, Nondiscriminatory Education, *Rehabilitation

The illustrated pamphlet briefly reviews the laws relevant to the obligations of those responsible for educating, habilitating, and employing hearing impaired developmentally disabled persons. Aspects discussed include the Education for All Handicapped Children Act (P.L. 94-142), Sections 503 and 504 of the Rehabilitation Act of 1973, federal funding, mainstreaming, the equal protection clause of the Fourteenth Amendment, the Eighth Amendment's prohibition of cruel and unusual punishment, habilitative versus custodial care, affirmative action, individualized education programs, and case law. (DLS)

ED 180 144 EC 121 843

Stewart, Larry G., Ed.

Severely Handicapped Deaf People: A Perspective for Program Administrators and Planners.

Arizona Univ., Tucson. Coll. of Education.

Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date-Apr 78

Note-32p.; A Monograph of Selected Presentations from the Symposium ``Foundations of Rehabilitation Planning with Deaf Persons Who Are Severely Handicapped'' (Tucson, AZ, April 19-21, 1978)

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Aurally Handicapped, *Deaf, Definitions, *Program Planning, *Rehabilitation, *Service Education, *Severely Handicapped, Symposia

The monograph offers three papers presented at a 1978 symposium in Arizona entitled ``Foundations of Rehabilitation Planning with Deaf Persons who are Severely Handicapped.'' The keynote address by Ralph White presents an overview of what can and should be happening with the severely handicapped deaf population, considering such questions as who the severely handicapped are, what it requires to rehabilitate them, who is responsible for providing services to them, and whether there is a real commitment to their rehabilitation. ``Services for Severely Handicaped Deaf Persons'' by Dale Williamson, examines the current status of services for the severely handicapped deaf within the perspective of historical and contemporary events at the state and national levels. ``The Severely Handicapped Deaf Population'' by Larry Stewart, defines that population, describes its characteristics, lists its needs, describes what is being done to help the population, and outlines future possibilities for improving services for these children and adults. (DLS)

ED 180 145 EC 121 844

Stewart, Larry G.

Hearing Impaired Developmentally Disabled Persons: An Orientation and Resources Guide for State Developmental Disabilities Councils.

Arizona Univ., Tucson. Coll. of Education.
Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.
Pub Date-Nov 78
Note-71p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Aurally Handicapped, Conceptual Schemes, Definitions, *Developmental Disabilities, Incidence, Interagency Coordination, Models, Needs Assessment, *Problems, Program Coordination, Program Planning, *Resources, *Services, *State Programs

The orientation and resources guide is intended for members of State Developmental Disabilities Councils to acquaint them with the problems and needs of hearing impaired developmentally disabled (HIDD) persons and with service models and resources that can be used to meet these problems and needs. The HIDD population is defined and described, and estimated prevalence figures for the nation and for each state are presented. Problems and needs of the HIDD population are reviewed, and the meaning of hearing loss is discussed in practical terms as well as in terms of educational, social, personal, and vocational adjustment. Six service models for the HIDD population are examined, and their strengths and weaknesses compared. Inter- and intra-agency coordination of services are considered, and several mechanisms available to foster coordination of services on behalf of HIDD persons are described. The State Developmental Disabilities Council's role in advocating improved services for HIDD persons is discussed, and possible ways that each state can conduct a needs assessment and plan services for this population are outlined. Also provided are listings of human and technical resources that can be used in service programing efforts, descriptions of training and technical services resources that can be tapped by the State Councils as needed, and a list of references. (DLS)

ED 180 146 EC 121 845

Stewart, Larry G.

A National Directory of Residential, Education and Training Facilities Serving Hearing Impaired Developmentally Disabled Persons.

Arizona Univ., Tucson. Coll. of Education.

Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date-Sep 78

Note-125p.; Print may be marginally legible due to paper color in original.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Aurally Handicapped, *Developmental Disabilities, *Facilities, *Services

The directory lists facilities (including schools for the deaf, residential and day facilities for the developmentally disabled, special classes in public schools, and rehabilitation centers) purportedly serving hearing impaired developmentally disabled (HIDD) persons in the United States. Entries are listed alphabetically by state for 33 states. Information provided includes name, address, contact person, support of agency, type of program, ages served, type of facility, capacity, usual enrollment, number of HIDD clients, major disabilities served, eligibility criteria, out of state clients served, number of service staff, number of trained staff for hearing impairment, number of trained staff for developmental disabilities, number of trained staff for HIDD, sources of referrals, major services, ancillary services, programs staffed with specialists, and job titles of specialists. (DLS)

ED 180 147 EC 121 846

Becker, Laurence Morrison, Gale

The Effects of Levels of Organization on Clustering and Recall in Normal, Learning Disabled, and Educable Mentally Retarded Children. Final Report.

California Univ., Riverside.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Apr 78
Grant-G007604709
Note-35p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes, *Educable Mentally Handicapped, Exceptional Child Research, *Learning Disabilities, *Memory, Mentally Handicapped, *Recall (Psychological)

The cognitive input organization skill of clustering and its effect on recall were examined in 235 normal, learning disabled, and educable mentally retarded children within three mental age (MA) ranges (5 to 7 years, 7 to 9 years, and 9 to 11 years). Ss were assigned randomly to three conditions testing the effect of different levels of organization on recall and clustering. These conditions, in order of increasing organization, were random, blocked, and active sorting. Results for recall and clustering measures were parallel. All Ss increased their recall and clustering performance under the blocked and sort conditions, indicating that learning handicapped as well as nonhandicapped children are able to increase memory performance when given or encouraged to use an organizational strategy. The significant interaction found between MA and type of organization suggested that lower MA Ss needed assistance in the organization of materials, while higher MA Ss performed better when allowed to structure their own organization. (Author/DLS)

A Study of the Integration of Handicapped Students in the Regular Schools of the Calgary Board of Education. Complete Report: Findings, Conclusions and Recommendations, Appendix A and Appendix B.

Canadian Inst. for Research, Calgary (Alberta).
Spons Agency-Alberta Dept. of Education, Edmonton. Planning and Research Branch.; Calgary Board of Education (Alberta).
Pub Date-30 May 78
Note-519p.
Pub Type- Reports - Research (143)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-*Educational Needs, *Estimated Costs, *Foreign Countries, *Handicapped Children, *Mainstreaming, Public Schools
Identifiers-*Calgary Board of Education Alberta, *Canada

The document, most of which consists of two appendixes, presents the complete report of a 1977 study on the extent and effects of mainstreaming handicapped children into the Calgary Public School System in Canada. The first section the final report provides summary statements of study findings for each of the 10 data sources, together with a discussion of conclusions and recommendations concerning the following areas: the need for board leadership and development, the need for individualized planning for mainstreamed students, the need for a longitudinal impact study, the need for demonstration schools, the need for improved strategy in all schools with mainstreamed students, and the need for continued board support of special education services and of mainstreaming. A summary of the entire study is also provided. Appendix A is a discussion of a proposed methodology to estimate costs of implementation of the recommendations contained in the final report. Costs are analyzed on a per-pupil basis and are compared with expenditures for regular students in order to set forth mean indices for various exemplary programs. Appendix B presents supporting reports of the study, describing in detail the research methods and findings from each of the 10 data sources. (DLS)

A Study of the Integration of Handicapped Students in the Regular Schools of the Calgary Board of Education. Final Report. Findings, Conclusions and Recommendations.

Canadian Inst. for Research, Calgary (Alberta).
Spons Agency-Alberta Dept. of Education, Edmonton. Planning and Research Branch.; Calgary Board of Education (Alberta).
Pub Date-30 May 78
Note-84p.; See EC 121 847 for Complete Report
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Needs, *Foreign Countries, *Handicapped Children, *Mainstreaming, *Public Schools
Identifiers-*Calgary Board of Education Alberta, *Canada

The document presents the final report of a 1977 study on the extent and effects of mainstreaming handicapped children into the Calgary Public School System in Canada. Summary statements of study findings are provided together with a discussion of conclusions and recommendations. The specifications which guided the study design are listed, along with the set of research questions contained in the Request for Proposal. Design and sample descriptions are given for each data collection procedure. Summary statements of findings are offered from each of the 10 different data sources: literature review, investigation into mainstreaming in non-Calgary school systems, interviews with knowledgeable local representatives, local statistical and descriptive data, regular school data, teacher completed behavior checklists, principal interviews, regular teacher interviews, special education teacher interviews, and handicapped student and parent interviews. Conclusions and recommendations concern the following areas: the need for board leadership and development, the need for individualized planning for mainstreamed students, the need for a longitudinal impact study, the need for demonstration schools, the need for improved strategy in all schools with mainstreamed students, and the need for continued board support of special education services and of mainstreaming. A summary of the entire study is appended. (DLS)

ED 180 150 EC 121 999

Schmitt, Terry Lyndell

Early Experience and Spatial Functioning in the Blind.

California Univ., Riverside.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jun 78

Grant-G007604392

Note-200p.; Ph.D. Dissertation, California University

Pub Type- Information Analyses (070) - Reports - Research (143) - Dissertations/Theses (040)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Adventitiously Handicapped, *Blind, *Congenitally Handicapped, *Developmental Stages, *Performance Factors, Psychomotor Skills, Space Orientation, Tactual Perception, Task Performance, *Visual Learning, *Visually Handicapped, Visual Stimuli

A review of the literature on the spatial functioning of the blind, the results of a questionnaire of 75 sighted college students and their parents, and results of a study of 87 blind and seeing adults' performance on three spatial tasks are presented. The review suggested that adventitiously blind individuals perform better than congenitally blind individuals on tasks where the stimuli were complex, familiar and/or appended within arm's length of the body. Results of the questionnaire were used to predict several performance measures from the three spatial tasks. The findings indicated that tactual pattern discrimination performance and tactual path learning performance were primarily predicted by the degree of early visual experience, whereas locomotor path performance was primarily predicted by the degree of perceptual motor experience. The preliminary and final questionnaires and a table of correlations between all dependent variables are appended. (Author/PHR)

ED 180 151 EC 122 109

Swenson, Carl R. Simpson, Richard L.

The Effects and Side-Effects of Overcorrection Procedures for Self-Stimulatory Behavior Applied by Parents of Severely Emotionally Disturbed Children in Natural Home Settings.

Kansas Univ., Kansas City. Medical Center.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Sep 78

Grant-G007700452

Note-268p.; Ph.D. Dissertation, University of Kansas.

Pub Type- Reports - Research (143) - Information Analyses (070) - Dissertations/Theses (040)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Behavior Change, *Behavior Patterns, *Change Agents, *Emotionally Disturbed, Exceptional Child Research, *Parent Child Relationship, Parent Participation

A study of the effects and side effects of overcorrection procedures for self stimulatory behaviors of emotionally disturbed children by parents of four severely emotionally disturbed boys (ages 5 to 11 years) is presented. The literature is reviewed in areas such as the use of parents as treatment resources and the use of overcorrection and its effects and side effects. The Ss and settings are described and the procedures used are outlined. The four behaviors targeted for the study were object rolling, hand wringing, hand flapping, and repetitive verbalizations. For each S three positive behaviors (playing appropriately, head orientation, etc.) and three negative behaviors (throwing, body rocking, etc.) were identified. Findings showed that parents were effective change agents with their children and all four target behaviors decreased when overcorrection procedures were applied. Of the positive and negative behaviors identified, head orientation was most sensitive to changes in the self stimulatory target behaviors; as the target behaviors decreased, head orientation increased significantly. Appended are the information given to parents and the treatment plans for each S. (PHR)

ED 180 152 EC 122 154

Anderson, Valerie K. Schwartz, Candy L.

Service Plan for the Hearing Impaired Program.

Chaska Independent School District, Minn.
Pub Date-Sep 78
Note-102p.; Parts of appendix are marginally legible.
Pub Type- Reports - Descriptive (141) - Historical Materials (060)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Auditory Training, *Aurally Handicapped, Communication (Thought Transfer), Curriculum Development, *Deaf, Definitions, *Evaluation Methods, *Identification, Language Development, *Mainstreaming, Occupational Information, *Placement, Professional Services, Social Behavior, Special Programs

The service plan provides guidelines for a mainstreamed hearing impaired program. Terms are defined and job descriptions for a hearing impaired teacher, aide, interpreter, and speech pathologist are presented. The referral system, including the diagnostic procedures, are outlined as well as placement procedures. Program placement alternatives, such as self contained classrooms, are identified. Procedures for dismissal from the program and the consultative services available are described. Evaluation methods for students, staff, and the general program are recounted, and the following six program objectives auditory training, speech reading, communication (oral or manual), language development, social development, and curriculum modification and the specific objectives of each are listed. Over half of the document consists of appendixes such as the summer school proposal, brochures for parents, progress reports, forms, and letters. (PHR)

ED 180 153 EC 122 155

Cicione, Frank J. Latham, Jefferson M.

Gifted and Talented Screening Scale (GTSS): A Screening System for the Gifted and Talented.

Inter-State Educational Research, Great Neck, N.Y.

Pub Date-77

Note-18p.

Available from-Inter-State Educational Research, G.P.O. 206, Great Neck, NY 11022 ($3.50)

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *Gifted, Models, *Program Development, *Screening Tests, *Talented Students, *Testing

Identifiers-*Gifted and Talented Screening Scale

The definition, administration, and implementation of a program based on the Gifted and Talented Screening Scale (GTSS) are presented. It is explained that the GTSS is a series of 25 single sentence questions for use by teachers in screening for gifted and talented (G/T) students. The administration of the scale is detailed as well as the research and development of the device. An implementation plan for a program for G/T students is provided, including such areas as the screening stage, the organizational plan, the composition of a G/T committee, and the roles of members on the committee. A model agenda for a G/T awareness/orientation meeting is outlined. The GTSS instrument is included; among statements listed are ability to work with teachers and classmates and willingness to take chances in areas of interest. (PHR)

State Plan for Fiscal Year 1980. Special Education.
Kansas State Dept. of Education, Topeka.

Pub Date-May 79
Note-184p.
Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Compliance (Legal), Definitions, Due Process, *Educational Legislation, Elementary Secondary Education, Evaluation Methods, *Federal Legislation, *Handicapped Children, *Identification, Individualized Programs, School Administration, Screening Tests, Special Education, State Boards of Education, *State Programs, *State Standards
Identifiers-Education for All Handicapped Children Act, *Kansas

The Kansas State Plan for special education for the fiscal year 1980 is presented. The plan details the background and needs of the special education population of the state. The chapter on state department operations includes revised sections on state institutions and schools and an evaluation plan, along with sections on areas such as state department administration and supervision. The chapter on local agency operations summarizes the responsibilities of local education agencies and incorporates revised sections on local comprehensive plans, least restrictive environment, mental retardation, personal and social adjustment, and physically and other health impaired. The sections on procedural due process and screening, evaluation, placement and review procedures have been reworked to include the prior notice, independent evaluation, and individualized education program requirements of the Education for All Handicapped Children Act (Public Law 94-142). The specific learning disabilities section provides the federal regulations for identifying learning disabled children. A glossary of approximately 85 special education terms is appended. (PHR)

ED 180 155 EC 122 190

Loper, Ann B. Hallahan, Daniel P.

The Relationship of Cognitive Tempo to Achievement in LD Children.

Pub Date-79
Note-16p.; Paper presented at the Annual Convention of American Psychological Association
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Cognitive Style, *Cognitive Tests, *Conceptual Tempo, Elementary Education, Exceptional Child Research, *Intelligence Level, *Learning Disabilities, Prediction, *Test Validity
Identifiers-*Matching Familiar Figures Test

The relationship between academic performance and cognitive tempo as measured by the Matching Familiar Figures Test (MFF) was investigated in 66 learning disabled children (ages 7 to 12 years). Results of a simple correlation analysis indicated the test to be a sensitive predictor of achievement; however, this relationship was substantially reduced when results were analyzed controlling for the effect of IQ. These results were interpreted as evidence for the necessity of controlling for IQ level in research using the MFF test to investigate learning disabled children. (Author/PHR)

ED 180 156 EC 122 191

Alvir, Howard P.

Mainstreaming Handicapped Students Who Are Also Juvenile Delinquents. (A Condensed Workshop).

Pub Date-15 Aug 79
Note-26p.
Available from-Claire Gelinas, 27 Norwood St., Albany, NY 12203 (Send self-addressed envelope for recent reprint cost)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents, *Delinquency, Delinquent Rehabilitation, Discussion Groups, Emotionally Disturbed, *Handicapped Children, *Mainstreaming, *Teaching Methods, *Workshops

The outline of a workshop for teachers on the mainstreaming of handicapped juvenile delinquents is presented. Fourteen true/false statements are listed as the basis for a discussion on effective methods of combating juvenile delinquency. A section on icebreaking techniques presents 23 icebreakers, such as showing a film. The matching questions section is designed to help teachers organize factual information on ways to help handicapped students. Answers to the true/false and the matching questions are provided. An examination of treatment is presented in which the focus is on the successful outcome of the treatment rather than the methodology used. Nineteen references are included. (PHR)

ED 180 157 EC 122 193

Carr, Andrea

Final Report on Analysis of Child Maltreatment-Juvenile Misconduct Association in Eight New York Counties.

Rhode Island Univ., Kingston.

Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date-20 Oct 77

Grant-90-C425

Note-144p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Case Records, *Child Abuse, *Delinquency, Exceptional Child Research, *Family Relationship, Incidence, *Neglected Children, Parent Child Relationship, *Social Agencies, Social Influences

Identifiers-Final Reports

Three sections comprise the final report of a project on defining and classifying the connections between child abuse and neglect and later juvenile misconduct. The first paper reports preliminary findings from a search of records from eight New York counties identifying maltreated children in 1951 or 1952 and considers the influence of four background variables: sex, religion, ethnicity, and family composition (population per household, out of wedlock birth, and parental presence in the home). A second paper examines family composition and its relationship to child maltreatment and juvenile delinquency. Among findings revealed were that being born in wedlock appeared to be associated with being an abused delinquent; the presence of a paramour in the home was associated with being a maltreated delinquent; and that a child from a large, female headed family was more likely to be a maltreated delinquent. The final section considers the effects of disposition patterns of cases on later contact with juvenile corrections agencies. (CL)

ED 180 158 EC 122 194

Carr, Andrea

Reported Child Maltreatment in Florida: The Operation of Public Child Protective Service Systems.

Rhode Island Univ., Kingston.

Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date-Aug 78

Grant-90-C425

Note-219p.

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Age, Case Records, *Child Abuse, Exceptional Child Research, *Family Relationship, *Identification, *Neglected Children, *Program Evaluation, Sex (Characteristics), Social Agencies, Social Influences, *State Programs

Identifiers-*Florida

The report examines the operation of Florida's child protective service system based on analysis of 2,889 representative cases of child abuse or neglect received by the State of Florida Child Abuse Registry from 1970 thru midsummer of 1977. Associations were investigated between antecedent variables (child's sex, race and age, and family structure characteristics) and results of the maltreatment event (the social worker's finding of the validity of the case, the case plan or disposition, and recidivism). Nine major findings were uncovered, including that the child's race and sex appeared for the most part to be unrelated to the maltreatment event and to the results of it; age, family size, and presence or absence of parents are related to the maltreatment event and the results of that event; the type of maltreatment found was strongly related to validity and disposition of the maltreatment event; recidivism of reported maltreatment was unrelated to background characteristics except family size and the initial incident of maltreatment; and the state's media campaign and reorganization of the central registry appeared to affect the operation of child protective services. (CL)

ED 180 159 EC 122 401

Hutinger, Patricia L. And Others

Have Wagon: Will Travel. Sharing Centers for Rural Handicapped Infants, Toddlers, and Their Parents. Baby Buggy Book No. 1.

Western Illinois Univ., Macomb.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-77
Grant-G007500234
Note-153p.; For related information, see EC 122 402-416.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Early Childhood Education, *Handicapped Children, Home Programs, *Infancy, *Learning Activities, Parent Child Relationship, *Parent Education, *Program Development, Program Planning, *Rural Areas
Identifiers-At Risk (for Handicap), Illinois, *Macomb 0 3 Regional Project

The first of 16 documents on the Macomb (Illinois) 0-3 Regional Project describes the development and operation of a home based rural child-parent service for families of handicapped and high risk children. The child development specialist organizes sharing centers where parents come together to learn about new Piagetian-based play activities and approaches with their children. The booklet lists goals of sharing centers for parents and children and considers such planning aspects as location, time, setup procedures, and activity scheduling. Twelve basic concepts for working with children under 3 years, including child proofing the environment and expecting physical interaction among the children, are set forth. Following a brief discussion of program evaluation, the booklet describes activities and objectives in four classifications: gross motor, fine motor, sensory, and cognitive. Another section contains suggested combinations of activities for sharing centers held in homes, outdoors, or in churches or community buildings. Illustrations of suggested spatial arrangements are also included. Snack ideas and grouping of activities and materials into portable kits are described. (CL)

ED 180 160 EC 122 402

Eilers, Ulinda

Everything and the Kitchen Sink (Ideas for Making Toys from Household Items). Baby Buggy Book No. 2.

Western Illinois Univ., Macomb.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Nov 77

Grant-G007500234

Note-25p.; For related information, see EC 122 401-416.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Early Childhood Education, Games, *Handicapped Children, *Infancy, *Learning Activities, Material Development, Parent Education, Parent Role, *Toys

Identifiers-At Risk (for Handicap), Illinois, Macomb 0 3 Regional Project, Parent Resources

Designed for parents of handicapped and high risk infants and toddlers in rural areas, the booklet discusses ideas for making toys from household items. Toys are grouped into five levels of developmental difficulty from the neonate stage (e.g., using yarn as crib mobiles) to the stage where the child is trying to figure out how things work and fit together (e.g., making a "family" of clothespin people with drawn-on faces and clothes). For each activity, information is provided on the subject area involved, the materials needed, and the procedures involved. (CL)

ED 180 161 EC 122 403

Hutinger, Patricia L. And Others

Your House or Ours: Home Visits for Rural Handicapped Infants, Toddlers, and Their Parents. Baby Buggy Book No. 3.

Western Illinois Univ., Macomb.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Grant-G007400234; Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Child Development Specialists, Delivery Systems, Early Childhood Education, *Handicapped Children, Home Programs, *Home Visits, *Infancy, Mobile Laboratories, Parent Education, Program Development, *Rural Areas, *Self Care Skills, *Staff Utilization
Identifiers-At Risk (for Handicap), Illinois, *Macomb Regional 0 3 Project

Six papers focus on aspects of the Macomb (Illinois) 0-3 Regional Project, a rural home based program to assist parents and their handicapped and high risk infants and toddlers. The first paper discusses the role and operation of home visits, with emphasis on the functions of the child development specialist (CDS). The second paper describes the project's undifferentiated staffing patterns, while the third examines the use of a mobile unit in delivering services to rural areas. Cost information for the unit is broken down. The origin of the baby buggy as the project's logo is recounted in the fourth paper. The development and implementation of activity plans in home visits are considered in the fifth paper, while the final paper addresses the issue of toilet training. (CL)

ED 180 162 EC 122 404

Hutinger, Patricia L.

You Can Make It: You Can Do It (A Group of Toys and Games to Make for Little Children). Baby Buggy Book No. 4.

Western Illinois Univ., Macomb.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-May 78

Grant-G007500234

Note-140p.; For related information, see EC 122 401-416. Contains some light print

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Early Childhood Education, Games, *Handicapped Children, *Infancy, Language Development, Learning Activities, *Material Development, Motor Development, *Rural Areas, *Toys

Identifiers-At Risk (for Handicap), Illinois, Macomb 0 3 Regional Project, Parent Resources

The fourth in a series of 16 booklets on the Macomb (Illinois) 0-3 Regional Project, a rural program for parents and their handicapped and high risk infants and toddlers, describes easily constructed toys and games. Illustrations and narrative are presented for the following types of materials: balls, beanbags, blocks; infant toys; language development materials; motor development toys; puzzles and other "mindbenders;" stuffed toys and dolls; and "leftovers." (CL)

Hutinger, Patricia L. Donsbach, Patricia
Water Activities to Enhance Development for Handicapped and High Risk Infants. Baby Buggy Paper No. 121.
Western Illinois Univ., Macomb.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-May 77
Grant-G007801853
Note-10p.; Print is poor on some pages. For related information, see EC 122 401-416.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Early Childhood Education, *Handicapped Children, *Infancy, Learning Activities, *Motor Development, *Swimming
Identifiers-At Risk (for Handicap), Illinois, Macomb 0 3 Regional Project, Parent Resources

The booklet presents drawings and text on water activities for parents of handicapped and high risk infants and toddlers. Objectives of water activities are discussed, and the development of a water program is described. Stages in adjustment to water are considered, and techniques to facilitate adjustment are explained. Floating, submerging, and group game approaches are noted. (CL)

ED 180 164 EC 122 406

McKee, Nancy Bartnick, Diana

Sharing Centers: An Overview of the Component and Curriculum Developed by the Macomb 0-3 Regional Project. Baby Buggy Paper No. 122. The Sharing Center Kit Concept. Baby Buggy Paper No. 123.

Western Illinois Univ., Macomb.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Mar 79
Grant-G007500234; Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Early Childhood Education, *Handicapped Children, Home Programs, *Infancy, *Learning Activities, Parent Education, Program Development
Identifiers-At Risk (for Handicap), Illinois, *Macomb 0 3 Regional Project

The booklet discusses the concepts of sharing centers and sharing center kits in the Macomb (Illinois) 0-3 Regional Project, a rural home based program to serve rural handicapped and high risk infants and toddlers. It is explained that sharing centers provide opportunities for parents to share experiences and learn new approaches to working with their children. Sharing center kits (collections of gross motor, fine motor, cognitive, sensory, and language materials) are described. (CL)

ED 180 165 EC 122 407

Donsbach, Patricia Hommel, Cathleen
Six Model Sharing Center Kits. Baby Buggy No. 124.
Western Illinois Univ., Macomb.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jun 79
Grant-G007500234
Note-20p.; For related information, see EC 122 401-416.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Early Childhood Education, *Games, *Handicapped Children, Infancy, *Resource Materials, Rural Areas, *Toys
Identifiers-At Risk (for Handicap), Illinois, Macomb 0 3 Regional Project

The booklet discusses sharing center kits used in the Macomb (Illinois) 0-3 Regional Project for handicapped and high risk infants and toddlers in rural areas. Kits, portable collections of materials and toys available for child development specialists to conduct biweekly sharing centers, are described. Activities in each of six kits are categorized under the headings of gross motor, fine motor, cognitive, sensory, and language. Under each heading, materials and objectives are listed. (CL)

ED 180 166 EC 122 408

Edinger, Dennis And Others

Staff Activities Accountability Program. Baby Buggy Paper No. 152.

Western Illinois Univ., Macomb.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Sep 77
Grant-G007500234
Note-39p.; Includes: Using the Staff Activities Accountability Program, Baby Buggy Paper No. 153; and Staff Activities Accountability Program (Replication Edition), Baby Buggy Paper No. 154. For related information, see EC 122 401-416
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Early Childhood Education, *Educational Accountability, *Evaluation Methods, *Handicapped Children, Infancy, *Program Effectiveness, *Program Evaluation, Rural Areas
Identifiers-At Risk (for Handicap), Illinois, *Macomb 0 3 Regional Project

The eighth in a series of booklets on the Macomb (Illinois) 0-3 Regional Project for rural handicapped and high risk infants and toddlers focuses on the project's accountability efforts. The first paper presents an accountability instrument which includes descriptions of location, contacts, and activities (system entry, direct services, screening/assesment/evaluation, and intraorganizational services). The second paper describes procedures for recording and coding within the system, while the final paper discusses replication of the accountability system, which was found to be useful beyond providing mere cost figures. (CL)

ED 180 167 EC 122 409

Hutinger, Patricia L. And Others

A Design and Timeline for an Early Childhood Handicapped Project Assessment/Evaluation: The Macomb 0-3 Regional Project. Baby Buggy Paper No. 158.

Western Illinois Univ., Macomb.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Grant-G007500234; Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Early Childhood Education, Evaluation Methods, *Handicapped Children, Infancy, *Program Evaluation, Rural Areas, *Student Evaluation
Identifiers-At Risk (for Handicap), Illinois, *Macomb 0 3 Regional Project

The paper summarizes a program evaluation plan used in the Macomb (Illinois) 0-3 Regional Project for rural handicapped and high risk infants and toddlers, and discusses the project's system for parent charting of long term goals. The instruments used by the project include formal summative measures (The Alpern-Boll Developmental Profile and Receptive-Expressive Emergent Language Scale), attitude questionnaires, observation (videotapes, behavior growth charts), and discussion. Summary forms are included. The paper on parent charting discusses two types of charts: a simple graphic analysis of child behavior which is done in the home, and a more complex computer analysis to include predicted behavior. Annotated progress charts are presented. (CL)

ED 180 168 EC 122 410

Bartnick, Diana And Others

Cross Referencing: Core Curriculum Items with Alpern-Boll, REEL, and Uzgiris-Hunt Items. Baby Buggy Paper No. 161.

Western Illinois Univ., Macomb.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007500234
Note-21p.; For related information, see EC 122 401-416. Contains some light print
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Design, Curriculum Development, Early Childhood Education, *Handicapped Children, Infancy, *Testing, Test Validity
Identifiers-Alpern Boll Developmental Profile, At Risk (for Handicap), Illinois, Macomb 0 3 Regional Project, Receptive Expressive Emergent Language Scale, Uzgiris Hunt Ordinal Scales of Psychological Devel

The paper presents information on curricular material of the Macomb (Illinois) 0-3 Regional Project for rural handicapped and high risk infants and toddlers as it is cross referenced with items in the project's test battery. The cross referencing technique is said to help determine whether the activities a child experiences relate to the test

items used at the end of that child's learning period. Core curriculum items in cognitive, language, self help, fine motor, gross motor, visual, auditory, and social areas are crossed with items in the Alpern-Boll Developmental Profile, the Receptive-Expressive Emergent Language Scale, and the Uzgiris and Hunt Ordinal Scales of Psychological Development. (CL)

ED 180 169 EC 122 411

Bartnick, Diana And Others

Cross Referencing: Alpern-Boll, REEL, and Uzgiris-Hunt with Core Curriculum Items. Baby Buggy Paper No. 162.

Western Illinois Univ., Macomb.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007500234
Note-18p.; For related information, see EC 122 401-416.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Design, Early Childhood Education, *Handicapped Children, *Infancy, Rural Areas, Standardized Tests, *Testing
Identifiers-Alpern Boll Developmental Profile, At Risk (for Handicap), Illinois, Macomb 0 3 Regional Project, Receptive Expressive Emergent Language Scale, Uzgiris Hunt Ordinal Scales of Psychological Devel

The paper cross references test items with curricula used in the Macomb (Illinois) 0-3 Regional Project for rural handicapped and high risk infants and toddlers. The procedure is explained to determine whether the activities a child experiences relate to the test items used at the conclusion of that child's learning period. Three tests (The Alpern-Boll Developmental Profile, the Receptive-Expressive Emergent Language Scale, and the Uzgiris and Hunt Ordinal Scales of Psychological Development) are cross referenced with core curriculum items. (CL)

ED 180 170 EC 122 412

Hutinger, Patricia And Others
Curriculum Development in the Macomb 0-3 Regional Project. Baby Buggy Paper No. 163.
Western Illinois Univ., Macomb.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Grant-G007801853
Note-17p.; For related information, see EC 122 401-416.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, Early Childhood Education, *Handicapped Children, *Infancy, Rural Areas
Identifiers-At Risk (for Handicap), Illinois, Macomb 0 3 Regional Project

The evolution of the curriculum in the Macomb (Illinois) 0-3 Regional Project for rural handicapped and high risk infants and toddlers is described. Assumptions about the child, interaction among child and project adults, and about the conditions necessary for learning are examined. The core curriculum is said to have been developed from biyearly goals so that existing curriculum activities could be cross referenced with evaluation tools used by the project. The numbering system is explained, and a list of visual, auditory, sensory, gross motor, fine motor, cognitive, language, self help, and social behaviors in the core curriculum is appended. (CL)

ED 180 171 EC 122 413

Eilers, Ulinda Hutinger, Patricia
Development of Bi-Yearly Goals. Baby Buggy Paper No. 164.
Western Illinois Univ., Macomb.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Grant-G007500234
Note-11p.; For related information, see EC 122 401-416.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Early Childhood Education, *Educational Objectives, *Handicapped Children, Infancy, Rural Areas
Identifiers-At Risk (for Handicap), Illinois, Macomb 0 3 Regional Project

The booklet describes procedures for developing and using biyearly goals in the Macomb (Illinois) 0-3 Regional Project for rural handicapped and high risk infants and toddlers. The goals are developed for each child 6 weeks after he/she enters the project, and serve as program guidelines for the child development specialist and the parents. Goals are taken from the core curriculum in nine areas of development: gross motor, fine motor, visual, auditory, social, self help, sensory, cognitive, and language. Sample goals and activity plans are appended. (CL)

ED 180 172 EC 122 414

McKee, Nancy And Others

Development of General Awareness of the Importance of Early Intervention. Baby Buggy Paper No. 172.

Western Illinois Univ., Macomb.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jun 78

Grant-G007500234

Note-25p.; Includes: Developing a Referral System, Baby Buggy Paper No. 171; Maintaining Communication and Coordination with the Medical Community, Baby Buggy Paper No. 174; Establishing a Functional Advisory Council, Baby Buggy Paper No. 175; and What Happens When a Child Turns Three, Baby Buggy Paper No. 173. For related information, see EC 122 401-416.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Early Childhood Education, *Handicapped Children, Home Programs, Infancy, *Medical Services, Physicians, Publicize, *Public Relations, *Referral, Rural Areas, *Student Placement

Identifiers-At Risk (for Handicap), Illinois, Macomb 0 3 Regional Project

Five papers cover various aspects of the Macomb (Illinois) 0-3 Regional Project, a home based program for rural handicapped and high risk infants and toddlers. The first examines ways to develop public awareness of the importance of early intervention through media and contact with medical, school, and community professionals. The second paper describes a referral system and network, while the third discusses ways to work closely with physicians, nurses, and hospital personnel. (Sample forms are appended.) The establishment of an advisory council is considered in the fourth paper, while placement of children at the conclusion of the infant program is addressed in the final paper. (CL)

Hutinger, Patricia L. And Others

Toy Workshops for Parents: Bridging a Gap. Baby Buggy Paper No. 201.

Western Illinois Univ., Macomb.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-78

Grant-G007500234

Note-18p.; Includes: Selected Bibliography for Parents' Reading, Baby Buggy Paper No. 240; and Selected Bibliography for Staff Knowledge and Skills, Baby Buggy Paper No. 300; For related information, see EC 122 401-416.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Development, Early Childhood Education, *Handicapped Children, Home Programs, *Infancy, Parent Participation, *Parent Workshops, Rural Areas, Staff Improvement, *Toys

Identifiers-At Risk (for Handicap), Illinois, Macomb 0 3 Regional Project, Parent Resources

Three papers describe parent and staff resources from the Macomb (Illinois) 0-3 Regional Project, a home based program for rural handicapped and high risk infants and toddlers. The development of toy workshops to help parents construct materials for their children is described. Two bibliographies are presented. The first, intended for parents, provides approximately 70 citations on activity ideas, general infant development, techniques, and specific handicapping conditions. The second bibliography, intended for staff members in parent infant programs, provides approximately 60 citations on curriculum, evaluation, child growth and general development, general early childhood, handicapping conditions, educational programing for the severely and profoundly handicapped, infant development, and working with parents. (CL)

ED 180 174 EC 122 416

Eilers, Ulinda And Others

Working Together to Serve Language-Delayed Children. Baby Buggy Paper No. 401.

Western Illinois Univ., Macomb.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jul 77

Grant-G007500234

Note-16p.; Includes: Language Development: You Don't Buy It at the Store, Baby Buggy Paper No. 241; and Developmental Language Chart 0-6, Baby Buggy Paper No. 140; For related information, see EC 122 401-415.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Early Childhood Education, *Handicapped Children, Home Programs, Infancy, Interagency Cooperation, *Language Development, *Parent Role, Retarded Speech Development, Rural Areas

Identifiers-At Risk (for Handicap), Illinois, Macomb 0 3 Regional Project, Parent Resources

Language development is the topic of three papers from the Macomb (Illinois) 0-3 Regional Project, a home based program for rural handicapped and high risk infants and toddlers. Cooperative efforts between the project and university speech and hearing services are described in the first paper. The second paper, addressed to parents, covers ways to enhance their child's language development. Paper number three presents a developmental language chart for semantics and syntax for children 0 to 6. (CL)

ED 180 175 EC 122 456

Broad, James

Assessing Stimulant Treatment of Hyperactivity by Bristol Social Adjustment Guides.

Queen's Univ., Kingston (Ontario).
Pub Date-79
Note-13p.; Research prepared through the Department of Psychology
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Change, Behavior Patterns, *Behavior Rating Scales, Clinical Diagnosis, *Drug Therapy, Evaluation Methods, Exceptional Child Research, *Hyperactivity, *Social Adjustment
Identifiers-*Bristol Social Adjustment Guides

Eighteen medically diagnosed hyperactive boys, matched individually for age, sex, teacher defined ability, and school class, took part in a double blind, placebo controlled trial of the effects of Ritalin on social behavior as measured by global rating scales. Behavior ratings by parents and teachers improved significantly when Ss were given Ritalin. The Bristol Social Adjustment Guide was deemed superior to Conners' Abbreviated Teacher Rating Scale for clinical evaluation of treatment efficacy due to its bipolar rating of maladjustment, resistance to halo effects, and provision of a number of syndromes, including inconsequence and hostility, while showing drug sensitivity and very high correlations with Conners' scale. (Author)

ED 180 176 EC 122 457

Heller, Harold W., Ed. Schilit, Jeffrey, Ed.

Project RETOOL: Continuing Education for Teacher Educators in Special Education.

Alabama Univ., University.; Council for Exceptional Children, Arlington, Va.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Pub Date-79

Grant-G007501369

Note-532p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors-Conferences, *Delivery Systems, *Handicapped Children, Higher Education, Inservice Programs, *Inservice Teacher Education, *Models, *Needs Assessment, *Program Development, State Departments of Education, Workshops

Identifiers-California, Kentucky, Massachusetts, Missouri, North Carolina, *Project RETOOL

Five model projects for providing continuing education opportunities to teacher educators in special education are presented. Background for the development of Project RETOOL includes a 10 step outline of the process. Implementation was designed in three phases: needs assessment of current special education teacher educators, development of various models by institutions of higher education and state education agencies, and implementation of the models for providing inservice to target personnel on a state wide level. A list of the advisory committee and the faculty interview instrument are appended. The five state models (California, Kentucky, Massachusetts, Missouri, and North Carolina) are provided in the following sections. Each section explains the components of its plan, including history, planning and implementation of conferences etc., delivery and content of programs, and conclusions, observations, and recommendations. Among appendixes for the sections are assessment instruments, committee reports, workshop evaluation instruments, and forms. A brief followup report concludes that surveyed participants found the various programs to be highly effective in meeting the education needs of inservice teacher educators. (PHR)

ED 180 177 EC 122 503

Staff Development in State Agencies Serving the Developmentally Disabled: An H.E.W. Region V Survey.

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.
Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.
Pub Date-79
Note-30p.; A Technical Assistance in Training Developmental Disabilities Personnel Project.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Budgets, *Developmental Disabilities, *Educational Programs, *Inservice Education, Needs Assessment, Organization, *Staff Improvement, *State Agencies
Identifiers-Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

A summary of data on inservice training programs for state agencies providing services to the developmentally disabled in Ohio, Wisconsin, Michigan, Indiana, Illinois, and Minnesota (Health, Education, and Welfare Region V) is provided. After a brief description of the purpose and methodology of the survey, the findings are presented. Among findings were that most states' organization is decentralized, that the precentage of the budget reserved for training activities in the states surveyed ranged from less than 1% to as high as 20%, that only 80% of the departments surveyed reported having a written department training policy, and that half of the departments reported that their employee training is optional and 75% noted it was not necessary for job advancement. Other findings showed that none of the departments reported that comprehensive needs assessment procedures were undertaken, but all departments had some form of training evaluation. Included among the eight recommendations was an increase in inter- and intradepartmental cooperation. A list of survey participants and the organizational structure survey instrument are appended. (PHR)

DiScipio, William J. Nardi, Thomas J.

Demographic and Clinical Correlates of Gains in Reading, Spelling and Arithmetic Obtained at a Hospital-Based Children's Psychiatric Center.

Pub Date-Mar 78
Note-18p.; Paper presented at the National Association of School Psychologists (New York, NY, March, 1978); Print may be marginal on some pages.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Arithmetic, Elementary Secondary Education, *Emotionally Disturbed, Exceptional Child Research, *Psychiatric Hospitals, *Psychoeducational Clinics, *Reading Ability, *Spelling

Fifty students (ages 7 to 16 years) attending a children's psychiatric center's psychoeducational program were assessed for achievement levels in reading, spelling, and arithmetic on admission and for gains made during the program. Among results were that students who stayed in the program 12 months or less made significantly more gains on pooled achievement scores than those who stayed in the program longer, and low arithmetic achievers later showed significantly greater prorated gains than the high arithmetic achievers. Greatest overall gains were in arithmetic, and reasons for this occurrence are discussed. (Author/PHR)

ED 180 179 EC 122 521

Parente, Joseph

Fatso A Developmental Model and a New Musical.

Pub Date-78
Note-121p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Changing Attitudes, Developmental Programs, *Dramatics, *Handicapped, *Normalization (Handicapped), *Theater Arts, *Therapy
Identifiers-*Process Theater

The document reports on a process theater program in which exceptional individuals are involved in a gradual developmental process designed to meet the specific needs of the artist and still create a legitimate product (in this case a musical titled ``Fatso''). An introductory chapter considers the use of theatrical performance as a therapeutic process; and Chapter 2 explains that the musical play, which is based on the principle of normalization, is designed to teach handicapped and nonhandicapped people about human errors and problems. Outlined in Chapter 3 are procedures for implementing the process theater method. Chapter 4, which makes up the bulk of the document, provides a subjective day to day account of the method. It includes author's notes and comments about the production as particular events took place. Evaluations of individual participants are provided in a final chapter. Among conclusions was that the method was instrumental in the growth and development of the 12 exceptional individuals involved. (SBH)

ED 180 180 FL 010 429

Trifonovitch, Gregory J.

A Brief Evaluation of the Primary Eskimo Program (A Bilingual Education Program).

Pub Date-28 May 76
Note-38p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Alaska Natives, *Bilingual Education, *English (Second Language), *Eskimo Aleut Languages, *Eskimos, Primary Education, Program Evaluation, Success Factors
Identifiers-*Biliqual Programs, *Yupik

Two weeks in 1976 were spent observing a primary-level bilingual education program for Yupik-speaking children in the schools of the Bethel Agency in Alaska. Principal evaluation methods including classroom observation, materials review, and interviews. Instruction in Yupik and training in English as a second language are treated in individual chapters. Teacher training was found to be rigorous and to result in high standards of instruction in both languages. Brief chapters are devoted to: (1) methods of teaching reading, (2) mathematics instruction, (3) library resources, (4) tests, and (5) community and parent involvement. The conclusions of the evaluative review are highly laudatory of the program. Program success is attributed to the unity of purpose and good interpersonal relationships of all involved, and to the dedication and persistent concern of teachers, administrators, and parents. (JB)

Thypin, Marilyn Glasner, Lynne
Wheels and Deals: Buying a Car.
EMC Corp., St. Paul, Minn.
Pub Date-79
Note-61p.; For related document, see FI 010 480
Available from-EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101 ($3.50)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Consumer Education, *English (Second Language), *High Interest Low Vocabulary Books, Instructional Materials, *Motor Vehicles, Postsecondary Education, Purchasing, Reading, *Reading Instruction, *Reading Materials, Secondary Education

This high interest, low vocabulary text is one of a series of readers in consumer education useful in English as a Second Language (ESL) classes. Each page of text is illustrated with black-and-white photographs. (AMH)

ED 180 182 FL 010 455

Thypin, Marilyn Glasner, Lynne

Try It On: Buying Clothing.

EMC Corp., St. Paul, Minn.

Pub Date-79

Note-59p.; For related document, see Fl 010 477

Available from-EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101 ($3.50)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Clothing, *Consumer Education, *English (Second Language), *High Interest Low Vocabulary Books, Instructional Materials, Postsecondary Education, Purchasing, Reading, *Reading Instruction, *Reading Materials, Secondary Education

This high interest, low vocabulary text is one of a series of readers in consumer education useful in English as a Second Language (ESL) classes. Each page of text is illustrated with black-and-white photographs. (AMH)

ED 180 183 FL 010 456

Thypin, Marilyn Glasner, Lynne

Put your Money Down: Buying on Credit.

EMC Corp., St. Paul, Minn.

Pub Date-79

Note-56p.; For related document, see FL 010 832

Available from-EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101 ($3.50)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Consumer Education, *Credit (Finance), *English (Second Language), *High Interest Low Vocabulary Books, Instructional Materials, Money Management, Postsecondary Education, Purchasing, Reading, *Reading Instruction, *Reading Materials, Secondary Education

This high interest, low vocabulary text is one of a series of readers in consumer education useful in English as a Second Language (ESL) classes. Each page of text is illustrated with black-and-white photographs. (AMH)

ED 180 184 FL 010 457

Thypin, Marilyn Glasner, Lynne

When Things Don't Work: Appliance Buying and Repairs.

EMC Corp., St. Paul, Minn.

Pub Date-79

Note-56p.; For related document, see FL 010 478

Available from-EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101 ($3.50)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Appliance Repairing, *Consumer Education, *English (Second Language), *High Interest Low Vocabulary Books, Instructional Materials, Postsecondary Education, Purchasing, Reading, *Reading Instruction, *Reading Materials, Secondary Education

This high interest, low vocabulary text is one of a series of readers in consumer education useful to English as a Second Language (ESL) classes. Each page of text is illustrated with black-and-white photographs. (AMH)

ED 180 185 FL 010 477

McMillan, Constance Van Brunt
Dress For Less.
EMC Corp., St. Paul, Minn.
Pub Date-79
Note-31p.
Available from-EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101 ($1.85)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Clothing, *Consumer Education, *English (Second Language), *High Interest Low Vocabulary Books, Instructional Materials, Postsecondary Education, Purchasing, Reading, *Reading Instruction, Reading Materials, Secondary Education, *Workbooks

This is one of a series of workbooks in consumer education which would also be useful in English as a Second Language (ESL) classes. In addition to textual material, each lesson is illustrated with pen-and-ink drawings and contains various types of short exercises to check comprehension and vocabulary. (AMH)

ED 180 186 FL 010 478

McMillan, Constance Van Brunt
Repairs Without Rip-offs.
EMC Corp., St. Paul, Minn.
Pub Date-79
Note-32p.; For related document, see FL 010 457
Available from-EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101 ($1.85)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Appliance Repairing, *Consumer Education, *English (Second Language), *High Interest Low Vocabulary Books, Instructional Materials, Postsecondary Education, Reading, Reading Instruction, *Reading Materials, Secondary Education, *Workbooks

This is one of a series of workbooks in consumer education which would also be useful in English as a Second Language (ESL) classes. In addition to textual material, each lesson is illustrated with pen-and-ink drawings and contains various types of short exercises to check comprehension and vocabulary. (AMH)

ED 180 187 FL 010 480

McMillan, Constance Van Brunt And Others
Cara's Caper or So You Want to Buy a Car?
EMC Corp., St. Paul, Minn.
Pub Date-79
Note-32p.; For related document, see FL 010 454
Available from-EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101 ($1.85)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Consumer Education, *English (Second Language), *High Interest Low Vocabulary Books, Instructional Materials, *Motor Vehicles, Postsecondary Education, Purchasing, Reading, Reading Instruction, *Reading Materials, Secondary Education, *Workbooks

This is one of a series of workbooks in consumer education which would also be useful in English as a Second Language (ESL) classes. In addition to textual material, each lesson is illustrated with pen-and-ink drawings and contains various types of short exercises to check comprehension and vocabulary. (AMH)

ED 180 188 FL 010 541

Proceedings of the Second National Portuguese Conference: Culture, Education, and Community.

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.

Pub Date-77

Note-256p.; Proceedings of the National Portuguese Conference (2nd, Providence, RI, May 25-27, 1977)

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($2.75)

Language-English; Portuguese

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Bilingual Education, Bilingual Students, College Admission, *Cultural Background, Cultural Factors, Curriculum Evaluation, Educational Assessment, *Ethnic Studies, Family School Relationship, Females, Folk Culture, *Immigrants, Individual Needs, *Language Instruction, Language Tests, Material Development, Medical Services, Portuguese, *Portuguese Americans, Second Language Learning, Sociolinguistics

Identifiers-Bilingual Programs, *Cape Verdeans

The following papers on Portuguese-American culture and education are included: (1) "Portuguese-American Folklore: An Alternative to the rancho folclorico," (2) "Creating Cultural Materials for the Portuguese Bilingual Classroom," (3) "Values and Ideology in the School Curriculum: A Case Study," (4) "Portuguese and Cape Verdean Women in Fiction and Family History," (5) "An Attempt to Understand the Immigrant's Socio-Cultural Background," (6) "Integrating Music into the Portuguese Curriculum as a Vehicle for Teaching Portuguese Culture" (Abstract), (7) "The Status of Portuguese Bilingual Education in the United States," (8) "Tests for Portuguese Bilingual Students," (9) "Organizing the Individualized Bilingual Classroom," (10) "A Sociolinguistic Approach to Second Language Teaching," (11) "Teaching Reading in the Portuguese Classroom" (Abstract), (12) "Integrating Career Awareness into the Portuguese Curriculum" (Abstract), (13) "The Portuguese-Dominant Student and College Admissions: A Case for the Portuguese as a National Minority in Higher Education," (14) "The Bilingual Child with Special Needs: Cultural Considerations in Evaluation," (15) "Conceptualizing Bilingual Education for Cape Verdeans in the United States," (16) "Cape Verdean Bilingual Program: The Cultural Perspective," (17) "Immigrants and the Medical Care System: The Example of the Portuguese," (18) "The Necessity of the Luso-American Community's Political Involvement" (Abstract), (19) "The Immigrant's World at Home and in the School," (20) "The Role of the Home-School Liaison in Parent Involvement" (Abstract), and (21) "The Portuguese Community and the Mass Media" (Abstract). (JB)

ED 180 189 FL 010 613

Massey, Mike

The Functional Approach: New Requirements for Teacher Training.

Public Service Commission of Canada, Ottawa (Ontario).

Pub Date-79

Note-18p.

Journal Cit-Medium; v4 n1 p17-25 May 1979; v3 n4 p19-26 Jan 1979

Language-English; French

Pub Type- Opinion Papers (120) - Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Individualized Instruction, Language Instruction, *Language Teachers, Preservice Education, *Second Language Learning, *Student Teachers, *Teacher Education, *Teacher Programs, *Teaching Methods

Identifiers-*Function Based Curriculum

Two articles on teacher training are included: "The Functional Approach: New Requirements for Teacher Training," and "Les Aspects theoriques de l'approche fonctionnelle et les implications pour la methode d'enseignement de la langue seconde (Theoretical Aspects of the Functional Approach and Implications for Second Language Teaching Methodology)." The functional approach to teacher training requires attention to student needs and realistic classroom situations from the earliest phases of training. Traditional approaches to second language teacher training have been based on the inculcation of a specific teaching method; it was then left to the teacher to make ad hoc adjustments in the method to meet the demands of real classroom situations. The functional approach places the teacher in an active role at the very beginning of a training program. Instead of learning how to conduct drills and classroom exercises, the student teacher is exposed to situations which require the formation of individual methodological approaches to meet individual learner needs; the teacher is thus treated as a professional rather than a technician. This approach, though common in many disciplines, is new to second language teaching, where vast individual students differences give the approach great value. (JB)

ED 180 190 FL 010 661

Fiedler, Fred E. And Others

Saudi Arabic Language and Culture Familiarization Course: Arab Cultural Assimilator, Books 1-5. Reprint.

Defense Language Inst., Monterey, Calif.; Illinois Univ., Urbana. Training Research Lab.

Spons Agency-Office of Naval Research, Arlington, Va.

Report No.-ARPA-454

Pub Date-66

Contract-NONR-1834(36)

Note-456p.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-Arabic, *Arabs, Communication (Thought Transfer), *Cross Cultural Training, *Cultural Awareness, *Cultural Education, Cultural Factors, Cultural Traits, Independent Study, Individualized Instruction, *Interpersonal Competence, Nonverbal Communication, Postsecondary Education, *Programed Instruction, Programed Texts

Identifiers-*Middle East

A five-book programed course in Arab culture is offered for professionals who are about to be stationed in the Middle East. This material is designed to supplement the Defense Language Institute's course in Saudi Arabic. In order to impart awareness of Saudi cultural characteristics, 66 hypothetical situations that might be encountered in day-to-day living in the Arab Middle East are described. The student is asked to choose which of several given analyses of each situation is correct. For each choice, an explanation is offered for the correctness or incorrectness of the response. The student is required to make choices until the correct analysis is selected. The amount of time required to complete the course is therefore dependent on the individual student's ability to learn to recognize the correct cultural explanation of the behavior of participants in a given situation. (JB)

ED 180 191 FL 010 668

Afendras, Evangelos A.

Can One Measure a Sprachbund? A Calculus of Phonemic Distribution for Language Contact.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-69

Note-19p.; Paper presented at meeting of the Societas Linguistica Europana (Vienna, Austria, 1969)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bilingualism, Dialects, *Dialect Studies, Ethnology, *Language Patterns, Language Research, Language Typology, *Language Variation, *Linguistic Borrowing, *Mathematical Linguistics, *Models, Morphology (Languages), Multilingualism, Phonemes, Phonology, Sociolinguistics

Identifiers-Balkans, *Language Contact

Language contact and the resulting interference has long been diagnosed as one of the primary forces behind language change. In cases of multilingual contact within geographically restricted areas, converging changes of the languages in contact have been uncovered and described. The geographic areas characterized by such linguistic situations came to be known as "Sprachbundes" or Language Convergence Areas. The need for an integrated, interdisciplinary approach to convergence led to a search for the quantification of the linguistic dimension. The classic example of a language area has been the Balkan Peninsula, where language, ethnicity, nationalism, politics, religion, and economy have produced a societal variety and some similarities. In this project, several Balkan languages were analysed and the matrices for two-phoneme combinations were constructed by an exhaustive examination of the available lexica. From these matrices were calculated the indices, completeness, symmetry, reflexivity, and transitivity according to the mathematical formulas derived by Farary and Paper. The results indicate that the method can be considered a very efficient one: it establishes and measures convergence with results congruent with those of a totally different model, and it can be applied to any convergence area. (AMH)

ED 180 192 FL 010 671

van Naerssen, Margaret M.

A Pan-Pacific Samoan Population/Language Dominance Survey.

Pub Date-79
Note-82p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Bilingual Education, Bilingualism, Census Figures, *Educational Needs, *English (Second Language), *Language Dominance, Language Instruction, Material Development, Needs Assessment, *Population Distribution, Population Trends, Program Planning, Samoan, *Samoan Americans, Surveys
Identifiers-American Samoa, Bilingual Programs, New Zealand, *Samoans, United States (West), Western Samoa

Population and language dominance data were gathered on Samoans from New Zealand to the West Coast of the United States, in order to assist educational programs in coordinating the development of classroom and teacher-training materials and programs for Samoan students. It is hoped that by pinpointing locations where Samoans are most likely to be found in concentrations and by providing some Samoan population and language dominance totals, two objectives will be met: school districts and programs aimed at serving Samoans will be better able to initiate contacts for sharing ideas and materials, thus avoiding unnecessary duplication of efforts; and a more sophisticated approach will be taken by educational planners and materials disseminators towards meeting the educational needs of Samoan students across the Pacific. The geographical areas included are American Samoa, Western Samoa, New Zealand, Oregon, Washington, California, and Hawaii. In each area the totals may seem relatively small, but combined they represent a large population. In the discussion of data special problems and considerations are raised regarding the educational implications of the data. Appendices describe some educational programs aimed at serving Samoan students, and a data collection effort implemented by Hawaii. (Author/JB)

ED 180 193 FL 010 675

Backman, Jarl

Semantic Variability and Word Comprehension. Educational Reports Umea, No. 17.

Umea Univ. (Sweden).
Spons Agency-Swedish Council for Social Science Research, Stockholm.
Pub Date-78
Note-24p.
Available from-Department of Education, University of Umea, S-901 87 Umea, Sweden (free)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, Children, *Comprehension Development, *Error Analysis (Language), Factor Analysis, Language Research, Psycholinguistics, Reading Comprehension, *Semantics, *Swedish
Identifiers-*Homographs, *Polysemy, Swedes

Swedes in four different age groups (9, 12, 15 and 18 years) judged written words which varied in three dimensions: syntactic category, objective frequency, and polysemy (multiple meaning). The subjects judged ease of comprehension of 24 words in a factorial arrangement. The method used was Thurstone's paired comparisons. A predicted complex relationship among the three independent variables, e.g. a triple interaction, could not be supported. Subjects in older ages did not seem to have a finer discrimination ability for words with different degrees of polysemy. It was concluded that the phenomenon of polysemy has to be incorporated in research on word comprehension. This approach avoids the current normative approach and leads to a more relevant starting point where semantic invariance must be substituted for semantic variability. (Author)

ED 180 194 FL 010 676

Backman, Jarl

Sentence Production with Homonymous and Polysemous Words. Educational Reports Umea, No. 18.

Umea Univ. (Sweden).
Spons Agency-Swedish Council for Social Science Research, Stockholm.
Pub Date-78
Note-19p.
Available from-Department of Education, University of Umea, S-901 87 Umea, Sweden (free)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, *Language Processing, Language Research, *Linguistic Competence, *Nominals, Psycholinguistics, *Semantics, Swedish, *Verbs
Identifiers-*Homographs, *Polysemy, Swedes

Forty Swedish university students produced sentences from homographs that could be interpreted either as verbs or nouns. The words also varied in degree of polysemy (multiple meaning). The results indicated that the subjects prefered verb productions when the words were grouped according to objective frequency. This was more evident when the choice of syntactic category was related to the word's polysemous character. The results were explained by a presumed easier access to and a larger number of entries in the subjective lexicon for verbs, caused by their relational character and context dependence. The nouns, on the other hand, are semantically more stable and less accessible because of a higher degree of polysemy. (Author)

ED 180 195 FL 010 877

Backman, Jarl

Subjective Structures in Linguistic Recurrence. Educational Reports Umea, No. 19.

Umea Univ. (Sweden).

Spons Agency-Swedish Council for Social Science Research, Stockholm.

Pub Date-78

Note-22p.

Available from-Department of Education, University of Umea, S-901 87 Umea, Sweden (free)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, Componential Analysis, *Comprehension, Grammar, Language Research, Lexicology, Linguistic Theory, *Phrase Structure, *Psycholinguistics, *Psychology, Swedish, Vocabulary, *Word Frequency

Three experiments were conducted to test the psychological relevance of objectively quantified word collocations. The first experiment showed that perceived frequency of word combinations roughly followed the objective count. Another recurrent quality of words, constructional tendency, was supplemented as independent variable in the two following experiments. This variable reflects a word's tendency to appear in word combinations and it was found to interact with frequency when subjects rated frequency and comprehensibility. The experiments showed that word collocations, defined at the levels of combinations and constructional tendency of individual words, can be supposed to have psychological counterparts. The linguistic recurrence seems to have cognitive representations. (Author)

ED 180 196 FL 010 696

Kennedy, Dora F. And Others

Latin and the World of Work: Career Education and Foreign Languages.

Pub Date-79

Note-109p.; Pages 88-93 have been omitted for copyright reasons ; Best copy available

Language-English; Latin

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Awareness, Career Planning, Careers, Class Activities, Course Descriptions, Curriculum Guides, English Instruction, *Etymology, Independent Study, *Language Instruction, *Latin, Latin Literature, Puzzles, Resource Guides, Secondary Education, *Second Language Learning, Teaching Methods, *Vocabulary

This curriculum guide for high school Latin courses emphasizes the usefulness of a knowledge of Latin for career preparation. As a supplement to standard Latin textbooks, a variety of classroom material is offered. The instructional approach revolves around the relation of English and Latin vocabulary acquisition and etymological knowledge on the one hand to career preparation and the vocabulary of specific careers on the other. The following career areas are discussed: mathematics, modern technologies, law, medicine, pure and applied sciences, music, archaeology, business, and religion. Exercises include matching and fill-in-the blank assignments, and word puzzles. The suggested methodology provides for individual student research into occupational areas of interest, student-assisted preparation of classroom aids, and group projects to further career awareness. A variety of instructional aids from commercial and non-commercial sources are recommended. Provision is made for instruction at the beginning and advanced levels. As an example for advanced instruction, a mini-course on Cicero and his relation to contemporary government is described. (JB)

McGary, Jane, Comp.

Bibliography of Educational Publications for Alaska Native Languages.

Alaska State Dept. of Education, Juneau.

Pub Date-78

Note-153p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Alaska Natives, American Indian Languages, *Annotated Bibliographies, *Athapascan Languages, *Bilingual Education, Cultural Education, *Eskimo Aleut Languages, *Language Instruction

Identifiers-Aleut (Tribe), Alutiiq, Haida, Inupiaq (Kobuk), Tlingit (Tribe), Tsimshian (Coast), *Yupik

Both Indian and Eskimo-Aleut languages are covered in this annotated bibliography of Alaska native languages. Listings for each language are broken down into general works, reference works, materials on bilingual education where there are any available, and educational materials. In many cases the last category is extensive enough to require further subdivision. Only print materials have been included. Annotations are descriptive rather than evaluative. The following languages are covered: (1) Tlingit, Haida, and Tsimshian; (2) the Ahtna, Han, Holikachuk, Ingalik, Koyukon, Kutchin, Tanacross, Tanaina, Tanana, Upper Kuskokwim, and Upper Tanana varieties of Athabaskan; and (3) Aleut, Alutiiq, Central Yupik Eskimo, Siberian Yupik Eskimo, and Inupiaq Eskimo. (JB)

ED 180 198 FL 010 706

Lapkin, Sharon, Ed. Kamin, Jill, Ed.
A Survey of French Immersion Materials (K-8).
Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.
Pub Date-77
Note-154p.
Available from-Publication Sales. The Ontario Institute for Studies in Education, 252 Bloor St., West, Toronto, Ontario K5S 1V6 ($5.95)
Pub Type- Reference Materials - Bibliographies (131)

Document Not Available from EDRS.
Descriptors-*Annotated Bibliographies, Art Education, Bilingual Education, Book Lists, Elementary Education, Elementary School Curriculum, Elementary School Mathematics, *French, *Immersion Programs, Instructional Aids, *Instructional Materials, Language Arts, *Language Instruction, Music, Physical Education, Science Materials, Second Language Learning, *Textbook Evaluation

This annotated inventory of materials is a result of a survey conducted in response to a number of requests for information about curriculum materials appropriate for use in French immersion programs at the early grade levels. In addition to making available to teachers, consultants, and educators an annotated list of materials used at each grade level, it makes possible the identification of areas in which there is a need for the development of additional curriculum materials for immersion and other bilingual programs. The information included in the survey was gathered through interviews with teachers and French consultants. Generally, materials for French language arts, mathematics, science, social sciences, physical education, art, and music are included, while resource materials available in a school library or in classrooms are not necessarily included. The survey is composed of charts for each of the materials arranged by grade level within 8 subject categories. Each chart provides the following information: (1) bibliographical information; (2) description of overall format; (3) contents and related information; (4) stated purpose as expressed by the authors; (5) evaluative comments by those interviewed; and (6) evaluator qualifications, including years of experience and position held. (Author/AMH)

ED 180 199 FL 010 711

Kessler, Carolyn Idar, Imelda
Acquisition of English by a Vietnamese Mother and Child. Working Papers on Bilingualims, No. 18.
Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.
Spons Agency-Department of the Secretary of State, Ottawa (Ontario).
Pub Date-Jun 79
Note-15p.; Paper presented at the Second Language Research Forum (Los Angeles, CA June, 1977)
Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M58 1V6
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Children, *Cultural Factors, Discourse Analysis, *English (Second Language), *Error Analysis (Language), Error Patterns, *Indochinese, Language Processing, Language Research, Longitudinal Studies, Morphemes, *Morphology (Languages), *Second Language Learning, Structural Analysis, Vietnamese

A longitudinal study of English acquisition by a Vietnamese mother and her daughter is reported. Subjects of this study are Lan, a young Vietnamese woman in her late twenties, and her daughter Than, who was four years old at the time this study began. Neither knew any English when they resettled in Texas in the summer of 1975 after fleeing from Vietnam in the spring of that year. English acquisition began through interaction with the American family sponsors, with whom they continue to maintain close social ties. Vietnamese continues to be the language of the home, but English is developing through the mother's contacts at work and frequent visits with the American sponsors. Than is enrolled in an English-speaking school. A wide range of syntactic structures are examined; the adult acquisition sequencing of the mother is compared with that of her child. Findings have implications for a theory of language acquisition, both first and second, as well as for pedagogical considerations in teaching English as a second language. (Author)

ED 180 200 FL 010 717

Benton, Richard A.

The Maori Language in the Ninteen Seventies.

New Zealand Council for Educational Research, Wellington.

Pub Date-79

Note-24p.; Paper presented at the symposium, The Future of Indigenous Languages in the Pacific,'' ANZAAS Congress (49th, Auckland, New Zealand, January 1979); Maps will not reproduce well

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Acculturation, Age Differences, Bilingualism, Language Attitudes, *Language Dominance, *Language Maintenance, Language Planning, Language Proficiency, *Language Usage, Linguistic Borrowing, *Malayo Polynesian Languages, Sociolinguistics, Surveys, Urban Environment

Identifiers-Generational Differences, *Maori, *New Zealand; Pidginization

In a survey of the Maori population of New Zealand, it was determined that the use of Maori is in alarming but not irreversible decline. The decline is most evident in urban areas, where Maori speakers face pressures from an English-speaking majority. Younger Maori were generally found to be less proficient than their older relatives. Even rural Maori communities are producing fewer fluent Maori speakers. Where Maori has been maintained, it is rarely the dominant language, having been subjected to varying degrees of pidginization and borrowing from English. The changing patterns of Maori usage are viewed as conforming to the classic syndrome of the death of a language. The role of language prestige and the communications explosion in influencing younger Maori to learn only English is discussed. Maori is thought to be revivable only through a campaign for public awareness of the value of cultural maintenance. If another generation is allowed to pass without a maintenance movement, it is predicted that the Maori language will die. (JB)

ED 180 201 FL 010 718

Benton, Richard A.

Policy Implications for English-Maori Bilingual Education in New Zealand.

New Zealand Council for Educational Research, Wellington.
Pub Date-79
Note-18p.; Paper presented at the symposium, "New Zealand's Language Future," ANZAAS Congress (49th, Auckland, New Zealand, January 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, Cultural Awareness, *Educational Policy, Language Attitudes, *Language Instruction, *Language Maintenance, *Language Planning, Malayo Polynesian Languages, Program Planning
Identifiers-Bilingual Programs, *Maori, *New Zealand

The development of Maori-English bilingual education programs in New Zealand will have these beneficial effects: (1) the educational needs of Maori children, who are likely to be bilingual when they start school, will be met; (2) the maintenance of the Maori language and culture will be fostered; and (3) the indigenous culture will win new appreciation from the English-speaking majority. A large-scale maintenance program will require a major political initiative prior to the development of curricula and teacher training programs. The Maori language is in decline and can be rescued only by a general recognition that it is in the national interest to preserve this indigenous language and culture. (JB)

ED 180 202 FL 010 726

Hammer, Petra

What's the Use of Cognates?

Pub Date-79

Note-364p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Bibliographies, Elementary Secondary Education, *English, *French, German, Higher Education, Instructional Materials, *Language Instruction, Language Patterns, Language Skills, Lesson Plans, Linguistic Borrowing, *Second Language Learning, Spanish, *Teaching Methods, Textbooks, Vocabulary, *Vocabulary Development, Word Lists

Identifiers-*Cognates

It is claimed that the cognate approach to learning a foreign language is used successfully in commercial enterprises and that it could be applied more extensively to second language learning in an academic setting. Such an approach is presented in this textbook about cognates. Four aspects of the question are considered: (1) a psychological frame of reference for second language acquisition; (2) cognates with the English language; (3) the utility of cognates; and (4) transfer of similarities. In addition to a discussion of theory, there are references to methodology, frequency ratings, cognate bibliographies for commonly taught languages, teaching suggestions, and a sample French-English cognate unit. Appendices provide grammatical, vocabulary, and theoretical information for the French-English cognate unit lessons, and English-French cognates rated with three standard words on useful French vocabulary. (AMH)

ED 180 203 FL 010 729

Hoover, Mary Rhodes And Others

SCRDT Black English Attitude Measures.

Stanford Univ., Calif. Center for Educational Research at Stanford.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 76
Contract-NIE-C-74-0049
Note-28p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitude Tests, *Black Dialects, Code Switching (Language), Dialect Studies, *Language Attitudes, Language Usage, *Language Variation, Listening Tests, Negative Attitudes, *Nonstandard Dialects, Standard Spoken Usage, *Teacher Attitudes
Identifiers-*Black English

The assessment of teacher attitudes toward nonstandard dialects in the classroom is the major focus of this research. A Black English attitudes test was developed consisting of the ``Black English Speech Varieties Attitude Test'' and the ``Black English Teacher Attitude Scale.'' The speech varieties test measures attitudes toward standard and vernacular Black speech varieties with reference to: (1) degree of education of the speaker, (2) appropriateness, (3) educational achievement potential of the speaker, (4) preference, and (5) perceived standardness. The teachers listened to tape-recorded children's voices reading randomly ordered passages in Standard Black English and Vernacular English, and recorded their responses on a response sheet in the test booklet. The teacher attitude scale was developed to measure teacher attitudes toward the legitimacy and use of Black English. The teachers evaluated statements using a four-point scale ranging from ``agree strongly'' to ``disagree strongly.'' The two tests are appended, including the tape script of the passages spoken in Standard Black English and Vernacular Black English. (NCR)

ED 180 204 FL 010 731

Hoover, Mary Rhodes And Others
SCRDT Black English Tests for Students (with Teacher's Manual).
Stanford Univ., Calif. Center for Educational Research at Stanford.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 76
Contract-NIE-C-74-0049
Note-96p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Black Dialects, *Code Switching (Language), Dialect Studies, Language Attitudes, *Language Tests, *Language Usage, *Language Variation, Listening Tests, Needs Assessment, *Nonstandard Dialects, Phonology, Standard Spoken Usage, Syntax, Verbal Ability
Identifiers-*Black English

The Black English tests for students attempt to provide a complete picture of a Black child's language proficiency, including the child's relative proficiency in the standard and vernaculary forms of speech. Three different tests, which can be taken separately, are included in this manual. The Discrimination Test'' measures the ability to distinguish Vernacular Black English from Standard Black English. This ability has been found to correlate significantly with reading achievement and is relevant to various standardized language and achievement tests. The Repetition Tests'' measures the ability to reproduce Vernacular Black English and Standard English. It is well suited to detect the relative knowledge of vernacular and standard language among Black children in grades 1 through 3. The Production Test'' elicits standard and vernacular responses with the help of spoken standard and vernacular cues and visual stimuli. Like the Repetition Test, it gives information about relative proficiency in vernacular and standard speech. The tests are appended along with the history of the development of the tests, the results of field testing, and titles of previous publications about the field tests. (NCR)

ED 180 205 FL 010 733

St. John Valley Bilingual Education Project, Madawaska, Maine.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date-Aug 75
Contract-OEC-0-74-9331
Note-43p.; Reproduced from best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Organization, *Bilingual Education, Community Role, Curriculum, Educational Assessment, Educational Equipment, Educational Facilities, Elementary Secondary Education, English, *French, Grouping (Instructional Purposes), Instructional Materials, Instructional Staff, *Language Instruction, Language of Instruction, Parent Role, Program Costs, *Program Descriptions, Program Evaluation, Scheduling, *Second Language Learning, Validated Programs
Identifiers-*Bilingual Programs, Maine, National Diffusion Network Programs, *Project VIBE

The St. John Valley Bilingual Education Project (Project VIBE) has undertaken the multidisciplinary French/English bilingual education of public school students in Madawaska, a Maine community near the Canadian border. The present report represents a complete description of this Title VII program, covering program development, staffing and management, parent and community involvement, program costs, and a summary of evaluating reports. A description of the course of instruction includes: (1) the rationale for determining the language of instruction for each subject; (2) an excerpt from the French curriculum guide; (3) classroom grouping techniques; (4) methods of diagnosis and assessment; (5) a suggested weekly schedule; and (6) discussions of facilities, equipment, and key materials. Sources for further information about the project are appended. (JB)

ED 180 206 FL 010 735

Ainsworth, James S.

Symbol Learning in Navy Technical Training: An Evaluation of Strategies and Mnemonics.

Chief of Naval Education and Training, Orlando, Fla. Training Analysis and Evaluation Group.; Naval Ship Research and Development Center, Washington, D.C.
Report No.-TAEG-66
Pub Date-Jan 79
Note-211p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Computer Oriented Programs, Educational Research, Evaluation, Instructional Materials, Material Development, *Memorizing, Military Science, *Mnemonics, Postsecondary Education, Recognition, Retention, *Symbolic Learning, *Teaching Methods
Identifiers-*International Morse Code, *Symbolic Linguistic Encoding

Navy and Coast Guard enlisted men were the subjects of a study to determine the effectiveness of various instructional materials and methods in symbol learning. A repeated measures design was used to determine the differential effects of aptitude, type of instructional material, and amount of study time on acquisition of the International Morse Code. Four types of instructional materials were compared: (1) traditional materials (study guide pages and flash cards), (2) a Guided Practice handbook, (3) a Mnemonics Only handbook, and (4) a Guided Practice and Mnemonics handbook. The handbooks with Guided Practice components were prepared with the use of computer-aided authoring routines. Results verified the effectiveness of instructional material designed in compliance with the algorithm for symbol learning contained in Interservice Procedures for Instructional Systems Development. The use of the three handbooks produced performance levels superior to that obtained with the traditional format. The use of mnemonics had no residual effect on final performance levels (i.e., mnemonics did not interfere with the development of accuracy and speed in the learning of Morse code sent by flashing light). These results indicate the feasibility of using computer-aided authoring routines to produce effective instructional materials. (Author/JB)

ED 180 207 FL 010 736

Mackey, William F.

Literary Biculturalism and the Thought-Language-Culture Relation.

Laval Univ., Quebec (Quebec). International Center for Research on
Bilingualism.
Pub Date-71
Note-14p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Authors, *Biculturalism, *Bilingualism, Cognitive Processes, Creative Expression, Creative Thinking, Creative Writing, Cross Cultural Studies, Cultural Interrelationships, *Culture, Language Research, *Languages, Literary Conventions, Literary Perspective, *Literature, *Thought Processes

The extension of languages across cultural boundaries engenders a cosmopolitan literature which is often characterized by the effects of biculturalism. The evidence seems to indicate that bilingualism and biculturalism can exert a subtle influence upon a writer's choice of words, and can penetrate the author's style and grammar. Most of the resulting difficulties for the bilingual writer come from the need to think about and express in one language concepts that come from another language. In other words, the writer finds himself within a thought-language-culture triangle, part of which overlaps another culture. This overlapping creates conflicts in the expression of certain culture-bound concept categories which may differ in both the diversity of what they cover and the depth or intensity to which they cover it. These differences in diversity and intensity may be analyzed and measured. Examples chosen primarily from French and English literature illustrate devices which bilingual writers use in their attempt to escape the influence of the other language or the other culture around him. (Author/AMH)

ED 180 208 FL 010 741

Coy, Joye Jenkins And Others

English as a Second Language Oral Assessment (ESLOA).

Literacy Volunteers, Inc., Syracuse, N.Y.

Pub Date-78

Note-81p.

Available from-Literacy Volunteers of America, Inc., 623 Midtown Plaza, 700 East Water Street, Syracuse, NY 13210 ($4.00)

Pub Type- Tests/Questionnaires (160) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Communicative Competence (Languages), Diagnostic Tests, *Educational Diagnosis, *English (Second Language), Grammar, Language Instruction, *Language Proficiency, *Language Tests, *Listening Comprehension, Speech Communication, *Speech Skills, Vocabulary

This diagnostic instrument was developed for use with non-English-speaking adult students. Four tests measure listening comprehension and oral proficiency at four levels of English proficiency. The Level One test assesses the student's ability to identify specific vocabulary items; no oral response is necessary. Survival vocabulary and the ability to express emotions and conditions in English are tested at Level Two. At Level Three, the student must answer information questions and follow patterns in the present and present progressive tenses. Finally, Level Four assesses the student's command of grammar in question formation, transformation of negative to positive, and formation of past and future tenses. In each test, the instructor uses pictorial aids and a series of short questions to elicit student response. The instrument is designed for use with one student at a time. At the end of each test, suggestions for classroom instruction at the appropriate level are offered. Appendices include a free expression test and definitions of terms. (Author/JB)

ED 180 209 FL 010 752

Bodman, Jean W. Lanzano, Susan C.

What ESL Students Want: A Report of Their Opinions on Coping Skills in the Classroom.

Jersey City State Coll., N.J. Adult Education Resource Center.

Pub Date-78

Note-46p.; Paper presented at the annual convention of Teachers of English to Speakers of Other Languages (12th, Mexico City, Mexico, April 4-9 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, Adult Students, Consumer Education, *Curriculum Development, *English (Second Language), Japanese, *Language Instruction, Polish, Program Planning, Questionnaires, *Relevance (Education), Second Language Learning, Spanish Speaking, *Student Interests, Surveys, Vocational Education

Identifiers-*Adult Performance Level, *Survival Language

Adult students of English as a second language (ESL) in northern New Jersey were surveyed to determine their perceptions of the relative importance of various aspects of English instruction. The questionnaire was based on a 1974 Adult Performance Level Study (APL). Results of the survey led to the following general conclusions: (1) Spanish-speaking students were enthusiastic about virtually all of the 132 subjects described on the APL, and were especially interested in the area of occupational knowledge; (2) Japanese students were most interested in areas involving the consumption of goods and services, and least interested in occupational knowledge; and (3) Polish students were least interested in the consumer area, and most interested in the vocational area. In general, it was concluded that coping skills should be a part of all adult ESL curricula, though not all such skills are of universal interest. Responses were further analyzed according to nationality, sex, and urban or rural residence of respondents. Program planning is discussed, and the questionnaire and a tabular breakdown of responses are appended. (JB)

ED 180 210 FL 010 768

Fallone, Nino

Lettura e scrittura: Come? Quando? (Reading and Writing: How? When?).

National Assessment and Dissemination Center for Bilingual Education. Fall River, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-52p.

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, MA 02140 ($2.00)

Language-Italian

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Bilingual Education, Cognitive Processes, Communication Skills, *Educational Theories, Grade 1, Handwriting, *Italian, Language Arts, Language Skills, Learning Processes, Learning Theories, Perceptual Development, Psychomotor Skills, Reading Comprehension, *Reading Instruction, *Reading Skills, Spelling, Teaching Guides, *Writing Skills

This manual in Italian provides a basic theory of reading and writing instruction for kindergarten and first grade teachers working in a bilingual setting. Reading and writing are seen as instruments of communication incorporating psychomotor, perceptual, conceptual, and logical skills. The manual covers the following areas: (1) the development of perceptual and psychomotor abilities needed for reading and writing, (2) spoken and written languages as symbolic systems of communication, (3) encoding spoken language in phonetic script, (4) cursive writing, and (5) spelling difficulties in Italian. (AM)

ED 180 211 FL 010 779

Phillips, June K., Ed.

The ACTFL Foreign Language Education Series, Vol. 10.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-79

Note-316p.

Available from-National Textbook Company, 8259 Niles Center Road, Skokie, IL 60076 ($7.50)

Pub Type- Books (010) - Collected Works - General (020)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Change Strategies, Classroom Environment, *Curriculum Development, Educational Objectives, Elementary Secondary Education, Higher Education, Instructional Aids, Instructional Materials, *Language Instruction, *Language Programs, Language Tests, Media Selection, *Modern Language Curriculum, Needs Assessment, *Program Development, Program Evaluation, Second Language Learning, Teaching Methods, Testing

This volume on the general subject of foreign language curriculum deals with questions in the areas of program planning, implementation, and evaluation. The following papers are presented: (1) Developing Foreign Language Curriculum in the Total School Setting: The Macro-picture'' by Robert S. Zais; (2) Identifying Needs and Setting Goals,'' by Frank Medley, Jr.; (3) Choosing Materials That Do the Job,'' by Carl H. Johnson; (4) Beyond the Desk,'' by Clay Ben Christensen; (5) Teaching and Learning: A Key to Success,'' by Patricia B. Westphal; (6) Print and Non-Print Materials: Adapting for Classroom Use,'' by Anthony S. Mollica; (7) Measuring the Variables and Testing the Outcomes,'' by Rebecca Valette and Cathy Linder; (8) Looking at the results,'' by Alice Omaggio, Peter Eddy, Lester McKim, and Anthony Pfannkuche; and (9) Modyifying the Program and Providing for Change,'' by Helen Z. Loew. (AMH)

ED 180 212 FL 010 780

Zais, Robert S.

Developing Foreign Language Curriculum in the Total School Setting: The Macro-Picture. The ACTFL Foreign Language Education Series, Vol. 10.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-79

Note-8p.

Available from-Not available separately; See FL 010 779

Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Change Agents, *Change Strategies, Curriculum Design, *Curriculum Development, Elementary Secondary Education, Humanistic Education, *Humanization, Human Relations, Institutional Characteristics, Language Instruction, *Modern Language Curriculum, *Organizational Change, Organizational Climate, Organizational Effectiveness, *School Organization, Schools, Second Language Learning

Four broad questions are addressed in this consideration of foreign language study in the total school setting. The first part deals with the broad perspective that is needed in order to integrate the educational enterprise and to form a community of educators each with a special contribution to make. Some considerations relevant to this question are the moral nature of all education, the mission of the school, and liberal education. A broad perspective and a framework of ethical principles are ingredients in an intelligent decision-making process based on a thorough knowledge of variables operating in the environment and leading toward a more open organizational climate. Accordingly, the second question addressed is an understanding of the workings of organizational systems and use of this knowledge in daily decision making. The discussion identifies and explores four basic characteristics of school organizations, namely, formal and informal structures, bureaucracy, politics, and organizational climate. With the preceding notions as background, the discussion moves to a consideration of the efficacy of current practices in school organizations. Finally, in the context of the initiation of the process of change, the humanizing influence foreign language personnel can bring to the process is explored. (AMH)

ED 180 213 FL 010 781

Medley, Frank W., Jr.

Identifying Needs and Setting Goals. The ACTFL Foreign Language Education Series, Vol. 10.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-79
Note-32p.
Available from-Not available separately; See FL 010 779
Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Change Strategies, *Curriculum Development, Curriculum Planning, Educational Change, *Educational Objectives, Elementary Secondary Education, Evaluation, Evaluation Methods, Higher Education, *Language Instruction, *Language Programs, Language Teachers, *Needs Assessment, Organizational Change, Second Language Learning, Teaching Methods

The teaching of foreign languages, like other subjects in the curriculum, must change to incorporate the strategies and technologies which evolve from a new perspective of materials and methods. Accordingly, several reasons are suggested for a systematic approach to constructive change. Needs assessment, a process comprised of a series of empirical steps that define organizational purposes and identify and/or being valid and compatible means for their realization, is proposed as one approach. It is recognized that the evolution must be facilitated and directed by classroom teachers and that the manner of their participation in program development must be efficient in terms of their time and energy. The procedure described has two main parts: (1) an eleven-step needs assessment or discrepancy analysis; and (2) a set of post-needs-assessment actions which act upon the data produced in steps 1 through 11. All the steps are described in detail so that teachers and curriculum designers will be able to: (1) derive, validate, and prioritize goals; (2) prepare and validate performance objectives; (3) assess the current state of the learners' abilities; (4) develop needs statements; and (5) implement strategies to resolve the differences between current and desired student performances. (AMH)

ED 180 214 FL 010 782

Johnson, Carl H.

Choosing Materials that Do the Job. The ACTFL Foreign Language Education Series, Vol. 10.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-79
Note-26p.
Available from-Not available separately; See FL 010 779
Pub Type- Guides - General (050)

Document Not Available from EDRS.

Descriptors-Educational Objectives, Elementary Secondary Education, Higher Education, Instructional Materials, *Language Instruction, Language Programs, *Language Teachers, *Media Selection, Second Language Learning, Supplementary Textbooks, *Textbook Content, *Textbook Evaluation, *Textbook Selection

The importance of text materials in foreign language classrooms is a crucial issue and choosing a textbook and supplementary materials becomes a major area of concern for every foreign language teacher. While factors both external and internal to the school narrow the possibility of choice, several points must be considered in the selection process. The procedure suggested here includes the following items: (1) some pre-evaluation and pre-choice considerations affecting the reality of materials selection, including external and internal factors that may govern choices to be made; (2) a case study detailing the procedures followed in a fairly large metropolitan school district's organizational approach to textbook evaluation and choice; and (3) the practical realities of the evaluation process for the teachers who are evaluators, choosers, and users. These include considerations for evaluating the content itself and considerations beyond content, as compiled from reports of the most commonly used evaluative instruments for foreign language materials selection in the United States. Also included are some further considerations and recommendations in choosing materials for the future that will help the teacher do the job. (Author/AMH)

Christensen, Clay Ben
Beyond the Desk. The ACTFL Foreign Language Education Series, Vol. 10.
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-79
Note-26p.
Available from-Not available separately; See FL 010 779
Pub Type- Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Affective Behavior, *Classroom Environment, Educational Objectives, Elementary Secondary Education, Higher Education, *Humanistic Education, *Language Instruction, Language Teachers, Learning Characteristics, *Second Language Learning, *Student Needs, *Student Teacher Relationship, Teacher Influence, Teaching Methods

The outer environment entails all the physical properties a person can perceive or sense from the exterior; the inner environment resides within the individual and may consist of two major properties: (1) one's degree of awareness and perceptual finesse; and (2) the affective domain. Because all of these factors influence learning, one part of goal-setting is the development of an appropriate environment. Pracitical experience demonstrates that classroom use of activities whose primary focus is the learners' affective domain enriches the environment and consequently fosters the foreign language teaching-learning experience. Ways to create a healthy, imaginative environment are discussed from the perspective of both teacher and learner. From the teacher's point of view, approaches and activities are suggested in relation to discipline, the humanistic movement, balancing form and freedom, attitude toward the use of space, flexibility, and problem solving. From the student's perspective, attention is given to student needs and interests, especially approaches such as the personal interview, that tend to nourish self-esteem. One teacher's self-report on how she achieves good rapport in her classroom concludes the discussion. (AMH)

Westphal, Patricia B.

Teaching and Learning: A Key to Success. The ACTFL Foreign Language Education Series, Vol. 10.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-79
Note-26p.
Available from-Not available separately; See FL 010 779
Pub Type- Information Analyses (070)
Document Not Available from EDRS.
Descriptors-Audiolingual Methods, Audiovisual Instruction, Communication Skills, Communicative Competence (Languages), *Course Content, *Curriculum Guides, Decision Making, Elementary Secondary Education, Grammar Translation Method, Higher Education, Humanistic Education, Individualized Instruction, *Language Instruction, *Second Language Learning, *Teaching Methods, *Teaching Procedures
Identifiers-Notional Functional Syllabus

The numerous innovations in foreign language teaching during the past ten years indicate that the profession is reaching toward syllabi in which students would learn to master and apply creatively a fairly limited body of material built around basic linguistic and cultural concepts. This theme is apparent in the syllabi, or subject-matter content of particular courses; the approaches, or theoretical bases which determine the way the syllabus is treated; and the actual teaching techniques. This discussion revolves around the syllabi generally in use (grammatical, situational, and functional/notional) and widely known approaches and strategies. The latter include: (1) the grammar-translation approach; (2) the direct method; (3) the audiolingual approach; (4) media-based approaches; (5) cognitive code-learning; (6) individualized instruction; (7) the communicative approach; and (8) humanistic approaches. Foreign language teachers generally do not confine themselves to any one approach and strategy; rather they select those they judge best for their given situations. With the freedom of choice comes the responsibility to choose as wisely as possible. A decision-making process is outlined that stresses the importance of thoughtful examination of alternatives in terms of objectives, students, resources, and the teachers themselves. (AMH)

Mollica, Anthony S.
Print and Non-Print Materials: Adapting for Classroom Use. The ACTFL Foreign Language Education Series, Vol. 10.
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-79
Note-38p.
Available from-Not available separately; See FL 010 779
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Audiovisual Aids, Classroom Games, Cultural Awareness, Elementary Secondary Education, Higher Education, *Instructional Aids, *Instructional Materials, *Language Instruction, *Second Language Learning, Student Interests, Student Needs, *Supplementary Textbooks, Teaching Methods, *Teaching Procedures
Identifiers-Dialogs (Language Learning)

It has been said that the classroom must be a multidimensional environment where learning takes place and students are encouraged to realize their own potential. How all the relationships between the student and the components of the environment are cultivated will in large part determine the effectiveness of the teaching-learning process. This article presents a compendium of suggestions from foreign language teachers for using a spectrum of materials to supplement or, in some cases, to supplant the textbook. Central in the disucssion is the concern for students' needs, interests, and learning styles. The techniques discussed deal with the following: (1) injecting the fun element in the learning process through games; (2) identifying and bringing out cultural characteristics in the textbook; (3) dialogues; (4) supplementary materials; and (5) audio- and audiovisual aids, including songs, radio, photographs, cartoons and comic strips, advertisements, slides, transparencies, newspapers and magazines, films, television and videotapes, and bulletin boards. (AMH)

ED 180 218 FL 010 786

Valette, Rebecca M. Linder, Cathy

Measuring the Variables and Testing the Outcomes. The ACTFL Foreign Language Education Series, Vol. 10.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-79
Note-34p.
Available from-Not available separately; See FL 010 779
Pub Type- Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Academic Aptitude, Course Objectives, Effective Teaching, Grades (Scholastic), Higher Education, *Language Instruction, Language Programs, Language Teachers, *Language Tests, *Measurement, Measurement Techniques, Prediction, Secondary Education, Second Language Learning, Student Attitudes, *Testing, Test Interpretation

Current developments in the field of language testing are synthesized with emphasis on their practical application in the classroom. The main areas of concern are: (1) the role of testing in the schools; (2) identifying and measuring teacher and student variables, such as, language proficiency of teachers; teacher effectiveness in the classroom; and student aptitude, learning styles, attitude and motivation; (3) developing effective placement procedures; (4) testing the outcomes; (5) the role of national tests and interpretation of test scores; and (6) using test results to improve the foreign language program. (AMH)

ED 180 219 FL 010 787

Omaggio, Alice C. And Others
Looking at the Results. The ACTFL Foreign Language Education Series, Vol. 10.
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-79
Note-38p.
Available from-Not available separately; See FL 010 779
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Action Research, *Case Studies (Education), Educational Research, Elementary Secondary Education, Evaluation, *Evaluation Methods, Formative Evaluation, Higher Education, *Language Instruction, *Language Programs, Measurement Instruments, Models, *Program Evaluation, *Program Improvement, Second Language Learning, Summative Evaluation, Surveys

This paper attempts to provide a synthesis of the best available knowledge on ways to evaluate the effectiveness of foreign language programs. Procedures that have worked well are outlined, an evaluation model is suggested, and a list of specific guidelines, checklists, and other resources is provided. The results of a survey designed to get specific information on the state of the art are analysed. This analysis, combined with a search of information and reference sources as well as documents supplied by state administrators, reveals three common patterns in use in foreign language programs: (1) analysis of program characteristics; (2) classroom observation; and (3) a systems approach. Two case studies serve to illustrate the variety of evaluation plans, depending on the purposes and scope of the inquiry. The first of these case studies, dealing with a program evaluation in the state of Washington, illustrates evaluation procedures and identifies roles of the individuals involved. The other case study describes the evaluation of ESL programs in the Indochinese refugee education projects. Finally, an eight-step model for program improvement is suggested as a "goal attainment" approach to program assessment. (AMH)

Loew, Helene Z.
Modifying the Program and Providing for Change. The ACTFL Foreign Language Education Series, Vol. 10.
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-79
Note-34p.
Available from-Not available separately; See FL 010 799
Pub Type- Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Change Agents, *Change Strategies, *Changing Attitudes, Curriculum Development, *Educational Change, Elementary Secondary Education, Faculty Development, Higher Education, Inservice Teacher Education, *Instructional Innovation, Instructional Staff, Language Instruction, *Language Programs, Language Teachers, Models, Organizational Change, *Program Improvement, Second Language Learning, Self Evaluation

Rapidly changing social, economic, and political conditions, declining enrollments, fiscal restraints, and decline in teacher turnover are factors that affect curriculum development. Staff development may be considered the most important instrument available for providing educational personnel with the skills and knowledge necessary to adjust to the accelerating demands for change. A review of pertinent literature leads to the conclusion that inservice education might address itself to providing teachers and supervisors with skills for assessing and solving problems. This essay identifies the steps, strategies, and questions needed "to take the lead in the introduction of a new order of things." Practical suggestions on how to accomplish change include a discussion of curriculum change models, characteristics contributing to successful diffusion of innovations, the change agents, and the development of an overall plan for change. Staff development strategies can be adapted from various models or programs. Each of these involve the interrelationship of school personnel, students, parents and other community members. Finally, questions on beliefs, attitudes, and values and a personal assessment inventory for teachers may facilitate change. (AMH)

Do, Dinh Tuan And Others

Biology: A Vietnamese Supplement. A High-School Bilingual Handbook for the Vietnamese Student. Indochinese High-School Supplements.

Title VII Midwest Resource Center, Arlington Heights, Ill.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Note-131p.
Language-Vietnamese
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Education, Bilingual Education, *Biological Sciences, *Biology, *English (Second Language), *Indochinese, Science Materials, Science Units, Secondary Education, Secondary School Science, Study Guides, *Supplementary Textbooks, *Vietnamese
Identifiers-Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This handbook in biology is one of a series of handbooks designed for the Indochinese student in American high schools. Like the other books in the series, it is not intended to replace the English-language textbook, but is designed to help the student understand the textbook. The material presented was compiled and adapted from high school texts so that the terms and concepts would be applicable to standard secondary textbooks. The handbook is composed of two parts: (1) basic concepts; and (2) a glossary of technical terms. The first part contains brief "lessons" pertaining to the subject area and provides key concepts in summary form. Preceding the Vietnamese lessons is an outline in English which is meant to serve as a content guide for the teacher. (Author/AMH)

Do, Dinh Tuan And Others

U.S. History: A Vietnamese Supplement. A High-School Bilingual Handbook for the Vietnamese Student. Indochinese High-School Supplements.

Title VII Midwest Resource Center, Arlington Heights, Ill.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 77
Note-111p.
Language-Vietnamese
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Education, *American History, Bilingual Education, *English (Second Language), History Instruction, *Indochinese, Secondary Education, Study Guides, *Supplementary Textbooks, *United States History, *Vietnamese, Vocabulary
Identifiers-Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This handbook in United States history is one of a series of handbooks designed for the Indochinese student in American high schools. Like the other books in the series, it is not intended to replace the English-language textbook, but is designed to help the student understand the textbook. The material presented was compiled and adapted from high school texts so that the terms and concepts would be applicable to standard secondary textbooks. The handbook is composed of two parts: (1) basic concepts; and (2) a glossary of technical terms. The first part contains brief "lessons" pertaining to the subject area and provides key concepts in summary form. Preceding the Vietnamese lessons is an outline in English which is meant to serve as a content guide for the teacher. (Author/AMH)

ED 180 223 FL 010 819

Do, Dinh Tuan And Others

Physics: A Vietnamese Supplement. A High-School Bilingual Handbook for the Vietnamese Student. Indochinese High-School Supplements.

Title VII Midwest Resource Center, Arlington Heights, Ill.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 76

Note-133p.

Language-Vietnamese

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Academic Education, Bilingual Education, *English (Second Language), *Indochinese, Physical Sciences, *Physics, *Physics Instruction, Science Materials, Science Units, Scientific Concepts, Secondary Education, Secondary School Science, Study Guides, *Supplementary Textbooks, *Vietnamese, Vocabulary

Identifiers-Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This handbook in physics is one of a series of handbooks designed for the Indochinese student in American high schools. Like the other books in the series, it is not intended to replace the English-language textbook, but is designed to help the student understand the textbook. The material presented was compiled and adapted from high school texts so that the terms and concepts would be applicable to standard secondary textbooks. The handbook is composed of two parts: (1) basic concepts; and (2) a glossary of technical terms. The first part contains brief "lessons" pertaining to the subject area and provides key concepts in summary form. Preceding the Vietnamese lessons is an outline in English which is meant to serve as a content guide for the teacher. (Author/AMH)

Do, Dinh Tuan And Others
Mathematics: A Vietnamese Supplement. A High School Bilingual Handbook for the Vietnamese Student. Indochinese High-School Supplements.
Title VII Midwest Resource Center, Arlington Heights, Ill.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-146p.
Language-Vietnamese; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Education, Bilingual Education, English (Second Language), *Geometric Concepts, *Geometry, *Indochinese, *Mathematical Vocabulary, *Mathematics, Secondary Education, *Secondary School Mathematics, Study Guides, Supplementary Textbooks, *Vietnamese
Identifiers-Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This handbook in mathematics is one of a series of handbooks designed for the Indochinese student in American high schools. Like the other books in the series, it is not intended to replace the English-language textbook, but it is designed to help the student understand the textbook. The material presented was compiled and adapted from high school texts so that the terms and concepts would be applicable to standard secondary textbooks. The handbook is composed of two parts: (1) geometry postulates and theorems in both Vietnamese and English; and (2) a glossary of technical terms. (Author/AMH)

ED 180 225 FL 010 832

McMillan, Constance Van Brunt
Buying on Credit.
EMC Corp., St. Paul, Minn.
Pub Date-79
Note-33p.; For related document, see FL 010 456
Available from-EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101 ($1.85)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Consumer Education, *Credit (Finance), *English (Second Language), *High Interest Low Vocabulary Books, Instructional Materials, Money Management, Postsecondary Education, Purchasing, Reading, Reading Instruction, *Reading Materials, Secondary Education, *Workbooks

This is one of a series of workbooks in consumer education which would also be useful in English as a Second Language (ESL) classes. In addition to textual material, each lesson is illustrated with pen-and-ink drawings and contains various types of short exercises to check comprehension and vocabulary. (AMH)

Smith, Carlota S.

Capturing Temporal Structures. CUNYForum, No. 5-6.

City Univ. of New York, N.Y. Graduate School and Univ. Center. Program in Linguistics.
Pub Date-79
Note-10p.; Paper presented at the annual meeting of the North East Linguistic Society (9th, New York, NY, November 10-12, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Connected Discourse, *Discourse Analysis, Language Research, *Semantics, *Sentences, Syntax, *Time Perspective, Verbs
Identifiers-*Textual Organization, *Time Expressions

This paper is directed toward a traditional problem in the analysis of texts, that of finding meaningful linguistic units that are larger than a sentence and smaller than the text itself. Two principles are given for finding extended temporal structures based on the temporal expressions that occur in sentences: a sentence can be captured to form part of an extended temporal structure, just in case it does not have a deictic adverbial; and a sentence can be captured only if it has the same tense as its captor. Problematic cases are discussed and judged not to present insuperable difficulties for the principles. However, based on temporal expressions only, the principles do not explain the way extended temporal reference actually works in texts. It is concluded that, in general, textual constructions cannot be accounted for with principles that are sentence-based and syntactically oriented. (Author/JB)

ED 180 227 FL 010 844

Educacion Bilingue: Una Declaraccion del Plan y Accion que Proponen los Regentes de la Universidad del Estado de Nueva York. Bilingual Education: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York. Position Paper No. 16.

New York State Education Dept., Albany.
Pub Date-Aug 72
Note-49p.
Language-English; Spanish
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Bilingual Education, Bilingual Students, *Educational Policy, Elementary Secondary Education, Ethnic Distribution, *Language Instruction, *Minority Group Children, Multicultural Education, Needs Assessment, Non English Speaking, *Program Planning, *Puerto Ricans, State Aid, State School District Relationship, Statistical Data
Identifiers-Bilingual Programs, *New York

Large numbers of Puerto Rican and other non-English-speaking students live in school districts throughout New York State. To enable these students to function in an English-speaking society while retaining their own culture, a policy to promote bilingual program planning was established by the Board of Regents of New York State in 1972. In this statement of that policy, communities are advised regarding strategies for determining local needs and identifying resources, within a framework of flexible program possibilities. The state's commitment to meeting the educational needs of minority citizens is reviewed through a summary of policy statements and programs sponsored by the Board of Regents. Priorities for action to implement the policy emphasize: (1) increased allocation of resources to bilingual education, (2) improvements in teacher training and teaching methods, and (3) state assistance to localities that bear the burden of program development. Appendices present data on: (1) academic success of Puerto Rican students in New York; (2) Title VII ESEA expenditures in New York, 1969-1972; (3) ethnicity in New York public schools; (4) English speaking ability of New York City public school students; and (5) ethnic idenity of undergraduates in New York colleges and universities. The document is presented in Spanish and in English. (JB)

ED 180 228 FL 010 845

Bialystok, Ellen Frohlich, Maria

Second Language Learning and Teaching in Classroom Settings: The Learning Study, Year One.

Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Department of the Secretary of State, Ottawa (Ontario).
Pub Date-Dec 77
Note-96p.; Prepared through the Modern Language Centre
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, *Academic Aptitude, Achievement Tests, Educational Research, Error Analysis (Language), Factor Analysis, *French, High School Students, Language Instruction, Language Research, Language Tests, *Learning Processes, Models, Questionnaires, Secondary Education, *Second Language Learning, Student Attitudes, *Success Factors
Identifiers-Field Independence

High school students studying French as a second language in Toronto were administered a questionnaire and a variety of achievement tests in French. Results were analyzed to determine the effects of learner characteristics on the development of second language competence. Four factors in learning success were posited: attitude, strategy, aptitude, and field independence. Aptitude consistently accounted for the largest portion of the variance in achievement. Only certain strategies were found to be responsible for achievement, the chief of which was functional practice. The most critical component of the attitude factor in terms of its effect on achievement was emotional intensity. Field independence was not found to be significantly related to achievement. These findings are taken into account in the revision of a model of language learning processes, which is viewed as having pedagogical implications. (JB)

ED 180 229 FL 010 848

Saint Jacques, Bernard
Aspects sociolinguistiques du bilinguisme canadien (Aspects of Canadian Bilingualism).
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
Pub Date-76
Note-183p.
Language-French
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Biculturalism, *Bilingualism, Civil Rights, English, *Ethnicity, French, Language Maintenance, Language Planning, Language Research, Language Usage, *Language Variation, Legislation, *Minority Groups, Official Languages, Political Issues, Public Policy, *Regional Dialects, Self Concept, Socioeconomic Influences, *Sociolinguistics
Identifiers-Canada, *Quebec

The Canadian government opted for a politics of bilingualism according to the "personal solution" whereby the Canadian citizen, whether English or French, can demand the protection of his language regardless of the section of the country in which he lives. In a "territorial solution," an individual can claim official status for his language only in a limited part of the country. This study claims that the official option for bilingualism according to the personal solution is founded on an erroneous analysis of the Canadian situation. This claim is developed in three parts: (1) Constitutional legislative and political aspects of Canadian bilingualism; (2) bilingualism "from one ocean to the other"; and (3) the question of a bilingual or a French Quebec. Part One discusses Article 133 of the British North American Act (1867), the Royal commission to investigate bilingualism and biculturalism, the Official Language Act, and the multicultural politics of the federal government. Part Two treats personal and territorial solutions, a bilingualism of the elite, French minorities outside Quebec, and the mechanisms of assimilation into the English-speaking group. Part Three discusses the question of false linguistic security in Quebec and the French language as spoken in Quebec. (AMH)

ED 180 230 FL 010 851

Racle, Gabriel L.

Expressions caracteristiques de la discussion (Characteristic Expressions in Discussion).

Pub Date- 79
Note-108p.
Language-French
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Debate, Discourse Analysis, *French, Glossaries, Higher Education, Instructional Aids, *Language Instruction, *Persuasive Discourse, Rhetoric, Second Language Learning, *Speech Communication, Speech Skills, Teacher Developed Materials, *Vocabulary, Word Frequency, *Word Lists

A list of 87 French expressions that are commonly used in discussion and argumentation is presented. The list was compiled from over 200 documents consisting of transcriptions of radio or television programs and transcriptions of discussions or interviews published in newspapers or periodicals. The material utilized was in the form of dialogues and discussions, and, for the most part, was taken from French Canadian or French (France) sources. The expressions are listed under two headings: (1) by alphabetical order according to the key word or words in the group; and (2) by order of frequency. (AMH)

Piepho, Hans-Eberhard

Language Syllabus Planning for the Development of Communicative Skills. Occasional Paper 3.

Linguistics Inst. of Ireland, Dublin.
Pub Date-78
Note-23p.; Edited version of lecture presented to the Linguistics Institute of Ireland (Dublin, Ireland, May 12, 1978)
Available from-Institiuid Teangeolaiochta Eireann (Linguistics Institute of Ireland), 31 Fitzwilliam Place, Dublin 2, Ireland (One pound)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Classroom Communication, *Communicative Competence (Languages), *Curriculum Design, *Instruction, Integrated Curriculum, *Language Instruction, *Language Skills, *Second Language Learning, Student Motivation

The relation of communicative skills to language syllabus planning is discussed. The most important part of the foreign language syllabus is course content. Foreign language teaching is primarily a matter of starting with the world of everyday knowledge which the learner already possesses. The foreign language syllabus should be designed to take advantage of the learner's native language concepts and experience. Awareness of the different ways in which the target language and culture refer to facts, values, events and communicative situations should be inculcated. The Council of Europe's four types of motivation are defined and illustrated. A communicative syllabus must have both content and purpose, using integrated methods. No one method has been shown to give better results than any other. Different methods must be used as learners themselves differ. Communication between teacher and pupil in the classroom should not be neglected. Foreign language learning is no longer product-oriented, but process-oriented. (Author)

Hauptfleisch, T.

Language Loyalty in South Africa. Volume 3: Motivations to Language Use: Opinions and Attitudes of White Adults in Urban Areas. Languages Survey First Report.

Human Sciences Research Council, Pretoria (South Africa).
Report No.-TLK/L-10
Pub Date-79
Note-134p.
Available from-Human Sciences Research Council, Private Bag X41, Pretoria 00001, Republic of South Africa (R2.55)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Afrikaans, Bilingualism, English, *English (Second Language), *Language Attitudes, Language Research, *Language Usage, Motivation, *Second Languages, Sociolinguistics, Surveys
Identifiers-English Speaking, *Language Loyalty, South Africa, *South Africans

This volume reports on the results of a survey conducted to determine the language attitudes of South Africans. Speakers of Afrikaans as a first language (Afrikaners) appear more willing than native speakers of English (ESSAs) to use a second language (L2), but only outside the family circle. The ESSA feels comfortable using the L2 with the family. An Afrikaner is willing to employ the L2 in all role relations, except with a servant; and ESSA is likely to speak the L2 to a social inferior for functional rather than prestige reasons. Three types of motivation for observed patterns of L2 usage are discussed: (1) functional motivation, (2) reference group attraction (integrative motive), and (3) reference language status. The need to use English and the prestige of English are important motivations for Afrikaners, whereas the ESSA finds Afrikaans of little practical use. However, the Afrikaner has a strong positive or negative reaction to being taken for an English speaker, while the ESSA is little concerned about this factor. Thus L2 behavior patterns reflect an interaction of various motivations. Data are presented in tabular form, and a bibliography is appended. (Author/JB)

ED 180 233 — FL 010 863

Sanchez, Rosaura And Others

Issues in Language Proficiency Assessment.

San Diego State Univ., Calif. Inst. for Cultural Pluralism.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-234p.
Available from-Institute for Cultural Pluralism, 5544-1/2 Hardy Street, San Diego, CA 92182 ($5.00)
Pub Type- Opinion Papers (120) - Collected Works - General (020)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Applied Linguistics, *Bilingual Education, Bilingual Students, Child Language, Classroom Environment, Cognitive Development, Cultural Factors, *Educational Assessment, Educational Needs, English (Second Language), Inservice Teacher Education, Language Development, *Language Instruction, Language Proficiency, *Language Tests, Lesson Plans, Models, *Needs Assessment, *Program Development, Staff Improvement, Student Attitudes, Student Characteristics, Student Evaluation, Surveys, Teaching Methods
Identifiers-*Bilingual Programs

Three papers on assessment and planning in bilingual education are presented. In Language Theory Bases,'' Rosaura Sanchez advocates an approach toward child bilingual education that takes into account the relationship between the parallel domains of language development and cognitive development. An awareness of this relationship is deemed necessary in order to prescribe educational strategies that can build on students' existing skills and accomplish their transfer into other domains. Assessment/Diagnostic Practice,'' by Harriett Romo, addresses the practical problems of deriving the assessment information specified in the Sanchez paper. A warning is given that a language assessment situation can actually inhibit students' performance. The development of assessment instruments is discussed. Educational Prescriptions,'' by Iris Santos-Rivera and Byron Williams, suggests educational applications based on language/cognition assessment data. A variety of bilingual program models are discussed, and specific educational strategies are recommended to respond to specific student needs. Appendices include: (1) an outline of subjects to be covered in a needs assessment instrument, (2) a language assessment instrument designed to determine inservice needs of teaching staff, (3) a sample sociolinguistic survey, and (4) an example of integrated thematic/language/concept lesson development. (Author/JB)

ED 180 234 FL 010 864

Schuster, Donald H., Ed.

The Journal of Suggestive-Accelerative Learning and Teaching, Vol. 1. No. 1.

Society for Suggestive - Accelerative Learning and Teaching, Des Moines, Iowa.

Pub Date-76

Note-48p.; Article entitled "The Lozanov Language Class" by W. Jane Bancroft has been omitted because it is available as ED 108 475

Journal Cit-The Journal of Suggestive-Accelerative Learning and Teaching; v1 n1 Spr 1976

Pub Type- Reports - Research (143) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, *Classroom Environment, Course Evaluation, Educational Research, Experimental Programs, Higher Education, *Language Instruction, *Latin, Retention, Secondary Education, *Second Language Learning, *Spanish, Vocabulary Skills

Identifiers-*Suggestopedia

Four articles report on the effectiveness of suggestive methods in foreign language instruction. Ray Benitez-Bordon reports on "Foreign Language Learning via the Lozanov Method: Pilot Studies." Results of the two studies indicate great promise for the suggestive approach, and point to the needs for further research. In "The Sandy Spring Experiment: Applying Relaxation Techniques to Education," Peter Kline describes the successes of an experimental high school Latin program using suggestopedic techniques. In the study, "The Effects of a Suggestive Learning Climate, Synchronized Breathing and Music on the Learning and Retention of Spanish Words," Benitez-Bordon and Donald H. Schuster report that all three of the methodological innovations in question had a mutually reinforcing positive effect on Spanish vocabulary acquisition. Finally, in "A Preliminary Evaluation of the Suggestive-Accelerative Lozanov Method in Teaching Beginning Spanish," Schuster concludes that the use of the Lozanov (suggestopedic) approach can lead to a given level of student performance in one-third the time of conventional methods. (JB)

ED 180 235 FL 010 865

Schuster, Donald H., Ed.
The Journal of Suggestive-Accelerative Learning and Teaching, Vol. 1. No. 2.
Society for Suggestive - Accelerative Learning and Teaching, Des Moines, Iowa.
Pub Date-76
Note-57p.
Journal Cit-The Journal of Suggestive-Accelerative Learning and Teaching; v1 n2 Sum 1976
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Classroom Environment, Educational Research, Elementary Secondary Education, *English Instruction, *Psychoeducational Processes, *Reading Instruction, Recognition, Remedial Instruction, Remedial Reading, *Science Instruction, *Vocabulary Skills
Identifiers-*Suggestopedia

Seven articles report on the effectiveness of suggestive instructional methods in improving learning in various academic subjects. The following reports are included: (1) Americanizing Suggestopaedia: A Preliminary Trial in a U.S. Classroom,'' by Charles E. Gritton and Ray Benitez-Bordon (deals with science instruction at the eighth grade level); (2) Educational Experiment: Therapeutic Pedagogy,'' by Cecelia Pollack (a brief position paper); (3) Relaxation and Suggestion in a Recognition Task,'' by Julian L. Biggers and Mathias E. Stricherz; (4) Adapting the Lozanov Method for Remedial Reading Instruction,'' by Allyn Prichard and Jean Taylor; (5) The Effects of the Alpha Mental State, Indirect Suggestion, and Associative Mental Activity on Learning Rare English Words,'' by Donald H. Schuster; (6) The Effects of Imaging Ability, Prepared Images and Sex of Subject on Learning English Words,'' by Schuster, Mark Stavish, and Margaret Burchinal; and (7) Suggestive-Accelerative Learning and Teaching: An Experiment with Elements of an Altered States Approach in Reading,'' by Dean Held. (JB)

Schuster, Donald H., Ed.
The Journal of Suggestive-Accelerative Learning and Teaching, Vol. 1, No. 3.
Society for Suggestive - Accelerative Learning and Teaching, Des Moines, Iowa.
Pub Date-76
Note-70p.; Book review section has been omitted; Article entitled Suggestology and Suggestopaedia: The Theory of the Lozanov Method'' by W. Jane Bancroft has been omitted because it is available as ED 132 857
Journal Cit-The Journal of Suggestive-Accelerative Learning and Teaching; v1 n3 Fall 1976
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Abstracts, Anxiety, Course Evaluation, Course Organization, French, *Language Instruction, Learning Processes, *Learning Theories, *Mathematics Instruction, Postsecondary Education, *Psychoeducational Processes, *Second Language Learning, Statistics, *Teaching Methods
Identifiers-*Suggestopedia

Five papers are presented that deal with the theory and methodology of suggestive learning. The psychological basis of suggestopedia and its application to language instruction are outlined by Gabriel Racle in The Key Principles of Suggestopedia.'' An outline of the organization of a classical suggestopedic language course is appended to this article. M.R. Capehart describes the uneven effectiveness of A Suggestopedia-Based Strategy for Teaching Statistics to Mathophobic Students.'' Win Wenger arrives at a tentatively positive answer to his question, Do Synchronicities in the Suggestopaedic Teaching Method Enhance Learning?'' Kurt A. Fuerst describes unique features of student-teacher interaction in a suggestopedic French course for Canadian civil servants, in Some Observations of Behavior in a Suggestopedic French Language Class.'' Suggestopedia: A Transpersonal Approach to Learning,'' by Allyn Prichard, reviews the historical background of learning theories; suggestopedia is viewed as a pragmatic amalgam of behaviorist and humanist approaches. Finally, six abstracts of articles from the Bulgarian journal Suggestology and Suggestopedia'' are included. (JB)

ED 180 237 FL 010 867

Schuster, Donald H., Ed.

Proceedings of the International Conference on Suggestive-Accelerative Learning and Teaching, and Suggestology (1st, Des Moines, Iowa, March 29-April 2, 1976).

Society for Suggestive - Accelerative Learning and Teaching, Des Moines, Iowa.

Pub Date-76

Note-106p.

Journal Cit-The Journal of Suggestive Accelerative Learning and Teaching; v1 n4 Win 1976

Pub Type- Collected Works - Serials (022) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Classroom Techniques, *Educational Research, *Language Instruction, *Psychoeducational Processes, *Psychophysiology, *Reading Instruction, Remedial Instruction, Remedial Reading, Secondary Education, Second Language Learning, Spanish, Teacher Education, Teaching Methods

Identifiers-Bulgaria, *Suggestopedia

Eight reports are presented that examine some of the applications of the suggestive approach to classroom instruction: (1) Discovering the Lozanov Method,'' by W. Jane Bancroft; (2) Introduction to the Lozanov Method,'' by Donald H. Schuster; (3) Lozanov-type Suggestion Techniques for Remedial Reading,'' by Allyn Prichard; (4) On Teacher Training Experience at the Research Institute of Suggestology, Bulgaria,'' by Joseph J. Allen; (5) Practical Issues in Adapting Suggestopedia to an American Classroom,'' by Charles A. Gritton; (6) The Popularization of Suggestopedia: Pitfalls and Potentials,'' by Dmitri Devyatkin; (7) On-going Suggestopedic Research in Texas,'' by Owen Caskey (in which a program of Spanish instruction is discussed); and (8) Current Brain Research and Human Potential for Learning,'' by Marilyn Ferguson. Finally, four abstracts of other conference presentations are included. (JB)

ED 180 238 FL 010 887

Valencia, Atilano A. And Others

Bilingual Education: A Vehicle for Bilingualism and Biculturalism. Two Presentations in the College of Education, Dialogue Series.

New Mexico State Univ., Las Cruces. Coll. of Education.
Pub Date-8 Feb 79
Note-27p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indians, *Bilingual Education, *Educational Assessment, Federal Regulation, Integrated Curriculum, Language Attitudes, Language Instruction, Mexican Americans, *Models, *Multicultural Education, Program Descriptions, *State Programs, Student Teaching, *Teacher Education
Identifiers-*Bilingual Programs, New Mexico

Two papers on bilingual education are included. The Emerging Features of Bilingualism and Bilingual Education in the U.S.A.'' by Atilano A. Valencia represents an overview of the development of programs and policies to meet the needs of bilingual students in the United States. The federal legislation and key court decisions of the 1960s that were responsible for mandating bilingual instruction are reviewed. Reasons for incomplete success in implementing these mandates are discussed. These reasons include slow development of bilingual teacher training and material development centers, which are only now beginning to meet demand; and continued public reluctance to discard old attitudes which view bilingual education as at best frivolous and at worst a social threat. In Bilingual/Bicultural Teacher Education: An Approach,'' Robert L. Gallegos and Roy C. Rodriguez discuss bilingual/bicultural teacher training in New Mexico, which is offered as a model for other programs. Elements of the model include: (1) public school cooperation in providing student teaching opportunities; (2) assessment of student teacher needs; (3) weekly lesson plans consisting of units designed to meet specific (often interdisciplinary) learning objectives; and (4) evaluative conferences between instructors and student teachers, following completion of the program. (JB)

ED 180 239 FL 010 893

Kentric, Dragica
Some External Factors Which Might Affect L2 Learning.
Pub Date- 79
Note-18p.; Paper presented at the symposium, Problems of Child Speech'' (Belgrade, Yugoslavia, April 5-6, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Audition (Physiology), *Aurally Handicapped, Correlation, Elementary School Students, *English (Second Language), Junior High School Students, Language Instruction, Language Research, Longitudinal Studies, Motivation, Phonemes, *Pronunciation, Pronunciation Instruction, *Second Language Learning, *Success Factors
Identifiers-*Yugoslavs

Yugoslav elementary school students of English as a second language were the subjects of a longitudinal study to determine factors influencing the acquisition of correct English pronunciation. The students were tested for their ability to articulate 32 sounds within ten specific English words. The test was administered each year from the second through the eighth year of English instruction. It was found that pronunciation proficiency varied inversely with degree of hearing impairment, beginning with the second year of study. By the sixth year, this correlation was virtually reversed, and students with perfect hearing were turning in the worst performances. Among the variables that were examined, two seem to have contributed to this trend: hearing-imparied students tended to be more highly motivated than those with perfect hearing; and there was a strong correlation between written test and hearing test scores, but only for hearing-imparied students (i.e., these students seem to have used written stimuli as an aid in pronunciation). Results are open to some questions because of the small sample size (66), but the study gives every indication that attention to hearing acuity is of great importance in second language pronunciation instruction. (JB)

ED 180 240 FL 010 894

Developments in the Training of Teachers of English. ELT Documents, No. 104.

British Council, London (England). English-Teaching Information Centre.
Pub Date-79
Note-107p.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Education, Bachelors Degrees, Classroom Communication, *College Language Programs, *Educational Assessment, *English (Second Language), Inservice Teacher Education, *Language Instruction, Language Laboratories, Language Skills, *Language Teachers, Microteaching, Postsecondary Education, Program Descriptions, Program Design, Study Skills, *Teacher Education, Teaching Methods, Vocational Education

Identifiers-*United Kingdom

The teaching of English as a second language (ESL) to adults and students in the United Kingdom is examined with respect to teacher training program design. Articles are devoted to ESL teacher training programs at the University of Edinburgh, the University College of North Wales at Bangor, the University of Lancaster, and the University of Manchester. In addition, the following articles are included: (1) Micro-teaching in TEFL Teacher Training'' by Geoffrey Broughton, (2) Teacher-training at ELTI: The Language Laboratory Course'' by Ann Hayes, (3) Why Not a B. Ed (TEFL)?'' by Ian Dunlop, and (4) Teacher Training: In Progress'' by Ted Rodgers of the University of Hawaii. A selection from the proceedings of a conference on training in teaching English as a foreign language (TEFL) includes: (1) Notes on Educational/Vocational Aspects in EFL Diploma Courses,'' (2) Course Design and Methodology,'' and (3) Language Skills, Study Skills and the Diploma Course.'' Finally, in Creating a Climate for Communication in the Classroom,'' Maria Sticchi Damiani discusses various aspects of teacher-student communication in the ESL classroom, and their relation to successful learning and rewarding teaching. (JB)

ED 180 241 FL 010 895

Pelletier, Corinne A. Skinner, A. Neil

Adamawa Fulfulde: An Introductory Course.

Wisconsin Univ., Madison. African Studies Program.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-76-0236

Note-441p.; Audio tapes available

Available from-African Studies Program, University of Wisconsin-Madison, Madison, WI 53706; Audio tapes available from University of Wisconsin Labs for Recorded Instruction

Language-English; Fulfulde

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*African Languages, Audiolingual Methods, Communicative Competence (Languages), Courses, Cultural Education, *Grammar, *Language Instruction, Pronunciation Instruction *Second Language Learning, *Speech Instruction, Tutorial Programs, Vocabulary

Identifiers-Dialogs (Language Learning), Fulbe (Tribe), *Fulfulde, *Nigeria (North)

This audiolingual course in Fulfulde, a lingua franca for much of West Africa, is designed for teacher-assisted self-instruction. The course is designed to impart communicative competence in Fulfulde. Dialog memorization, vocabulary acquisition, and pronunciation drills are emphasized. Each of the 41 lessons covers two or three grammatical principles and their practical application in the spoken language. The grammar is based on the variety of Fulfulde spoken in Adamawa, Nigeria. Choice of vocabulary and dialogs was determined by the desire to introduce some cultural information about the Fulbe, for whom Fulfulde is the native language. (JB)

ED 180 242 FL 010 896

Fierro, Leonard And Others

Guidelines for the Formation of the Title VI Lau Steering Committee: Organizational Approach to Develop an Educational Master Plan. Phase II Manual.

San Diego State Univ., Calif. Inst. for Cultural Pluralism.
Pub Date-Jul 76
Note-58p.; Table on page 33 will not reproduce well
Available from-Institute for Cultural Pluralism, 5544-1/2 Hardy Street, San Diego, CA 92182 ($1.92)
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Bilingual Education, *Committees, Community Involvement, *Community Role, Compliance (Legal), Elementary Secondary Education, *English (Second Language), Federal Legislation, *Language Instruction, Models, *Non English Speaking, *Program Development
Identifiers-*Civil Rights Act 1964 Title IV

Two steps in meeting the requirements of Title VI of the Civil Rights Act of 1964 are discussed: the formation and role of a Title VI Lau Steering Committee, and the involvement of the community in program implementation. Three models for the selection of steering committee members are presented, and suggested decision-making processes are offered. An outline for a community training and orientation workshop is included. The formation of a community task force is viewed as central to bringing all elements of the educational and wider community together to provide for the educational needs of non- and limited-English-speaking students. Ways to coordinate and occupy the task force are presented. These steps in program implementation are designed to conform with the demands of a specific time line. An introduction to the Lau Center six-phase scheme for full program implementation is included. (JB)

ED 180 243 FL 010 907

Pieron, C.

Francais fonctionnel et travailleurs etrangers: Experiences d'oral avec des debutants (Functional French and Foreign Workers: Experiments in Spoken Languages with Beginners). Melanges pedagogiques.

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Pub Date-78

Note-35p.

Available from-CRAPEL, Universite de Nancy II, B.P. 33-97, 54015 Nancy, France (80 Francs for institutions, 40 Francs for individuals)

Language-French

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communicative Competence (Languages), *Conversational Language Courses, Course Descriptions, Course Evaluation, Course Objectives, *French, *Language Instruction, *Languages for Special Purposes, Learning Activities, *Learning Modules, Listening Comprehension, Postsecondary Education, Second Language Learning, Speech Communication, Speech Skills, Student Needs, *Teaching Methods

Identifiers-*Notional Functional Syllabi

Teaching functional French is discussed with instructors of groups of foreign workers in mind. It takes as its starting point two modules'' for teaching French (the highway code at driving school'' and starting and keeping small talk going'') and uses them to exemplify some of the difficulties involved in the development and classroom use of pedagogical materials based on the pragmalinguistic concept of communicative competence. These difficulties include: the role of the structural component in a functional course; problems posed by notional analysis in a cross-cultural situation; difficulties related to pedagogical choices (such as team teaching and simulation procedures), to the type of learners (their ideas about language, language learning and situational needs) and the use of authentic documents. Finally, there is a discussion of the results achieved by the learners in a real life situation. (Author)

ED 180 244 FL 010 908

Riley, P. Sicre, M.
Une experience d'auto-enseignement de groupe (An Experiment in Group Self-Instruction). Melanges pedagogiques.
Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.
Pub Date-78
Note-19p.
Available from-CRAPEL, Universite de Nancy II, B.P. 33-97, 54015 Nancy, France (80 Francs for institutions, 40 Francs for individuals)
Language-French
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Course Descriptions, English, Group Dynamics, Grouping (Instructional Purposes), *Independent Study, *Instructional Innovation, *Language Instruction, Learning Activities, Postsecondary Education, *Second Language Learning, *Senior Citizens, *Small Group Instruction, Teaching Methods

The principles and organization of a group learning scheme involving 100 members of the Universite du Troisieme Age are described. The particular group of interest here was involved in a conversational course in English. The average age of the group was 59 and generally the educational level was the baccalaureate. In this form of learning, the group is responsible for the definition of learning objectives and content, selection of method, progress of learning, control over progress, and evaluations. Although CRAPEL provided the necessary support structure and initial instruction in methodology, the working sessions were carried out without teachers, the learners themselves being responsible for management decisions concerning group membership, choice of material, and study techniques. An evaluation of the experience showed encouraging results and indicated that the principles of self-directed learning can be adapted to group work. (Author/AMH)

ED 180 245 FL 010 909

Abe, D. And Others

Apprentissage de l'expression orale en autonomie. Implications de l'approche fonctionelle (Learning Oral Expression in Independent Study. Implications of the Functional Approach). Melanges pedagogiques.

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Pub Date-78

Note-15p.

Available from-CRAPEL, Universite de Nancy II, B.P. 33-97, 54015 Nancy, France (80 Francs for Institutions, 40 Francs for individuals)

Language-French

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication Skills, *Communicative Competence (Languages), English, French, *Independent Study, Instructional Innovation, Instructional Materials, Language Instruction, Learning Activities, *Learning Modules, *Second Language Learning, *Speech Communication, Speech Skills, Student Needs, Teaching Methods

Within the CRAPEL autonomous learning scheme, modular material is being developed for communicative oral expression. The purpose of this material is twofold: (1) to enable the learner to define his or her own needs in communicative terms, that is, to analyse a situation in terms of communicative acts needed in a given situation, the relationships between the speakers, and the necessary modulations; and (2) to give the learner material that will fit his or her needs. The modules are based on communicative exchanges. The exchange is analysed in the native language before the linguistic and paralinguistic features of the same exchange in the target language are introduced. The choice of material is fairly wide so that the learner can select what he or she needs to learn. The learner can then decide on the method, activities, and way to assess performance. The general introduction to the modules in English oral expression and a sample module are appended. (Author/AMH)

Gremmo, M. J.
Apprendre a communiquer: Compte rendu d'une experience d'enseignement du francais (Learning to Communicate: A Report on an Experiment in the Teaching of French). Melanges pedagogiques.
Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.
Pub Date-78
Note-37p.
Available from-CRAPEL, Universite de Nancy II, B.P. 33-97, 54015 Nancy, France (80 francs for institutions, 40 francs for individuals)
Language-French
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Communication Skills, *Communicative Competence (Languages), *Conversational Language Courses, Course Descriptions, French, Grammar, Higher Education, Instructional Innovation, *Language Instruction, *Languages for Special Purposes, Learning Activities, Second Language Learning, *Speech Communication, Speech Skills, Structural Grammar, *Teaching Methods
Identifiers-Functional Linguistics, Situational Approach

Communicative competence is now at the point where theory must be translated into practice, that is, where the functional approach must be developed into pedagogical content and strategies. An analysis is presented of the three main pedagogical approaches: the structural, situational, and functional approaches. Principles underlying the pedagogical applications of the concepts of communicative competence are described. Materials putting these principles into practice in order to teach oral expression was initiated in an experimental summer course in French for university students from Latin America who were in France to complete their scientific education. The initial part of the course was limited to "survival" modules, while the latter part of the course emphasized specialized oral expression. The content of the course fell under three headings: phonetics, oral grammar, and functional oral expression. In this experiment, the three pedagogical approaches were combined to reach better efficiency in the learning/teaching process. The analysis of comments by both learners and teachers points to new directions for research in the field of communicative competence. (Author/AMH)

Harding, E.

Qu'est-ce que les langues de specialite ont de si special? (What Is So Special about Languages for Special Purposes?). Melanges pedagogiques.

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Pub Date-78
Note-12p.
Available from-CRAPEL, Universite de Nancy II, B.P. 33-97, 54015 Nancy, France (80 Francs for institutions, 40 Francs for individuals)
Language-French
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-French, Higher Education, *Language Instruction, Language Processing, Language Research, *Languages for Special Purposes, Language Skills, *Language Usage, Psycholinguistics, Reading, *Reading Comprehension, *Reading Instruction, Second Language Learning, Semantics, Skill Development, *Student Needs

This is an investigation of the notion of language for special purposes and a discussion of the topic from the point of view of reading comprehension and its pedagogical implications. The meanings, connotations, and inadequacies of the terms "langue de specialite" and "Language for special purposes" are discussed. A distinction is made between students learning a foreign language as they are learning new subject matter, and students learning a foreign language when they are already familiar with the subject matter. A reading comprehension course for anthropology students is described and, and as a result, a new emphasis is put upon the cognitive field of a discipline rather than on the language pertaining to it. Finally, a distinction is drawn between two types of reading, namely, a "poorer" one with only surface understanding of the facts and opinions exposed and a "richer" reading where the reader grasps all the implications and connotations present in the original literature. (Author/AMH)

ED 180 248 FL 010 949

Ullmann, Rebecca And Others
Le Temps des sucres Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-78
Note-33p.; Related audiovisual materials available
Available from-Publication Division, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($3.30 for teacher's guide, $29.00 for complete module)
Language-English; French
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Classroom Games, Elementary Education, Folk Culture, *French, Instructional Materials, *Language Instruction, Language Tests, *Learning Modules, *Listening Comprehension, Listening Tests, *Multimedia Instruction, *Second Language Learning, Teaching Guides

A resource kit for the teaching of listening comprehension in French at the beginning elementary level is represented by a teacher's guide and a handbook entitled "The Maple Sugar Industry." The guide offers sample activities and lesson plans, as well as a complete procedure for conducting a listening comprehension test. Instructions are given for the use of a filmstrip/tape presentation. The theme of making maple sugar is illustrated with a folk legend "Le Secret des erables" and with pictoral aids, master copies for which are included in the teacher's guide. (JB)

ED 180 249 FL 010 950

Ullmann, Rebecca Balchunas, Martha

De Chez Nous Ontario Inst. for Studies in Education, Toronto.

Spons Agency-Ontario Dept. of Education, Toronto.

Pub Date-75

Note-58p.; Related audiovisual materials available; Photographs will not reproduce well

Available from-Publication Division, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($3.30 for teacher's guide, $34.00 for complete module)

Language-English; French

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Classroom Games, *French, Instructional Materials, *Language Instruction, Language Tests, *Learning Modules, *Multimedia Instruction, Reading Materials, *Reading Skills, Secondary Education, *Second Language Learning, Teaching Guides, Urban Culture

Identifiers-*Quebec

A resource kit for the teaching of French reading skills at the intermediate secondary level is represented by a teacher's guide, a handbook entitled ``Quebec: Facts and Figures,'' and a copy in French of the student news magazine ``De Chez Nous.'' The guide offers sample activities as well as materials for several classroom games. Readings and activities center around Quebec City and its Winter Carnival. Master copies of comprehension quizzes are included in the teacher's guide. (JB)

Argue, Valerie And Others
Devant le micro 2 Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-78
Note-32p.; Related aduiovisual materials available; For related document, see FL 010 952
Available from-Publication Division, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($3.30 for teacher's guide; $40.50 for complete module)
Language-English; French
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cultural Awareness, *French, Instructional Materials, *Interviews, *Language Instruction, Language Tests, *Learning Modules, *Listening Comprehension, Multimedia Instruction, Secondary Education, *Second Language Learning, Standard Spoken Usage, Teaching Guides
Identifiers-*French Canadians

A resource kit is presented for the teaching of listening comprehension and colloquial usage in French at the advanced secondary level. The kit is represented by a teacher's guide, a student handbook entitled ``Idees et personalites,'' and a set of transcripts of taped interviews. In the interviews, two young French Canadians discuss their personal background and their adaptation after they moved from Quebec to Ontario. Classroom activities, which center around the interviews, are designed to increase listening comprehension and to foster an awareness of the life style of French Canadian youth. The teacher's guide includes master copies of two comprehension tests. (JB)

ED 180 251 FL 010 952

Argue, Valerie

Devant le micro Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-77
Note-37p.; Related audiovisual materials available; For related document, see FL 010 951
Available from-Publication Division, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($3.30 for teacher's guide, $42.50 for complete module)
Language-English; French
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cloze Procedure, Cultural Awareness, *French, Instructional Materials, *Interviews, *Language Instruction, Language Tests, *Learning Modules, *Listening Comprehension, Multimedia Instruction, Secondary Education, *Second Language Learning, Standard Spoken Usage, Teaching Guides
Identifiers-*French Canadians

A resource kit is presented for the teaching of listening comprehension and colloquial usage in French at the advanced secondary level. The kit is represented by a teacher's guide, a student handbook entitled "Idees et personalites," and a set of transcripts of taped interviews. In the interviews, three young French Canadians discuss their lives, their impressions of English Canada, their hopes for the future, and their views on marriage. Classroom activities, which center around the interviews, are designed to increase listening comprehension and to foster an awareness of the life style of French Canadian youth. The teacher's guide includes master copies of three Cloze quizzes. (JB)

ED 180 252 FL 010 953

Ullmann, Rebecca
Chansons et Chansonniers (Songs and Songsters). Teacher's Guide.
Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-73
Note-33p.; Related audiovisual materials available
Available from-Publication Division, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($3.30 for teacher's guide, $40.00 for complete module)
Language-English; French
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biographies, *French, Instructional Materials, *Language Instruction, *Learning Modules, Lyric Poetry, *Multimedia Instruction, *Music Activities, Secondary Education, *Second Language Learning, * Teaching Guides, Vocal Music
Identifiers-*French Canadians

A resource kit for French instruction at the advanced secondary level is represented by a teacher's guide. A specific area of French-Canadian "pop" music is introduced to students of French as a second language. In order to acquaint students with aspects of this type of music, four French-Canadian "chansonniers" are discussed: Gilles Vigneault, Monique Leyrac, Georges Dor, and Robert Charlebois, along with certain of their most popular songs. These four are personalities who have greatly influenced French Canada since 1960 and who reflect French-Canadian society both in the subject matter of their songs and their singing style. The songs incorporated in the module have been chosen for their pertinent subject matter, straightforward French, popularity with the French-Canadian public, and the ease with which they convey various aspects of French-Canadian society to non-native French speakers. (Author/JB)

ED 180 253 FL 010 954

Ullmann, Rebecca And Others

Gilles Vigneault: l'homme et l'oeuvre (Gilles Vigneault: The Man and the Work).

Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date- 79
Note-35p.; Related audiovisual materials available
Available from-Publication Division, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($3.30 for teacher's guide, $42.50 for complete module)
Language-English; French
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biographies, *French, *Instructional Materials, *Language Instruction, *Learning Modules, Literature Programs, *Lyric Poetry, Multimedia Instruction, Secondary Education, Second Language Learning, *Teaching Guides, Vocal Music
Identifiers-Bilingual Materials, French Canadians, *Vigneault (Gilles)

A resource kit for instruction in French literature at the advanced secondary level is represented by a bilingual teacher's guide. Three poems of the French-Canadian "chansionnier" Gilles Vigneault provide material for a mini-course. The object of the module is to help students appreciate the poetic aspects of Vigneault's work and to provide tools for literary appreciation which students may use in reading other poems. The guide includes the script of a tape of the poems, two of which are song lyrics. The teacher is provided with background information on music in French Canada. Biographical information on Vigneault is supplied, and the themes of his poetry are discussed. A vocabulary list and bibliography are appended. Suggested uses for the module give special consideration to independent activities as a supplement to classroom discussion. Student worksheets are available, as well as student handbooks which provide the texts of the three poems. (JB)

ED 180 254 FL 010 955

Ullmann, Rebecca Balchunas, Martha
Trudeau et le federalisme Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-78
Note-52p.; Related audiovisual materials available
Available from-Publication Division, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($3.30 for teacher's guide, $29.50 for complete module)
Language-English; French
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biographies, *French, Instructional Materials, *Language Instruction, *Learning Modules, Multimedia Instruction, *Political Science, Secondary Education, *Second Language Learning, Teaching Guides
Identifiers-*Bilingual Materials, Canada, *Trudeau (Pierre Elliott)

A resource kit for French language instruction at the advanced secondary level is represented by a bilingual teacher's guide and two student handbooks (a biography of Pierre Elliott Trudeau, and commentaries to accompany a tape). The guide offers suggested classroom activities, which center around the career of a leading French Canadian political figure. Among the materials to be used are several political cartoons. The aim of the module is to enable the student of French to write about and discuss political themes and contemporary issues. The teacher's guide includes extensive background information on Trudeau. (JB)

ED 180 255 FL 010 956

Balchunas, Martha Ullmann, Rebecca
Le Hockey Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-79
Note-23p.; Related audiovisual materials available
Available from-Publication Division, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($3.30 for teacher's guide)
Language-English; French
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Athletics, Audiovisual Communication, Classroom Games, Elementary Secondary Education, *French, Instructional Materials, *Language Instruction, *Learning Modules, *Listening Comprehension, *Multimedia Instruction, *Second Language Learning, Teaching Guides
Identifiers-*Hockey

A resource kit for the teaching of French at the intermediate level is represented by a teacher's guide and the duplicating master for a tape transcript. The aim of this module is to make the elementary or secondary school student of French familiar with basic hockey terms in French, and to enable the student to understand hockey games broadcast with French commentary. The guide offers instructions for the use of: (1) a hockey card game, (2) a listening comprehension game based on hockey plays, (3) an audio tape of a broadcast hockey game, and (4) flashcards depicting hockey plays. A glossary of hockey terms in French and English is appended. (JB)

ED 180 256 FL 010 957

Ullmann, Rebecca And Others
Bienvenue a Montreal Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-74
Note-22p.; Related audiovisual materials available
Available from-Publication Division, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($9.30 for teacher's guide, $27.00 for complete module)
Language-English; French
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cloze Procedure, Contrastive Linguistics, *French, Instructional Materials, *Language Instruction, Language Tests, Language Variation, *Learning Modules, *Multimedia Instruction, Secondary Education, *Second Language Learning, Teaching Guides, *Urban Studies
Identifiers-*Quebec (Montreal)

A resource kit for the teaching of listening comprehension in French at the intermediate secondary level is represented by a teacher's guide. The module is designed to develop language awareness through the presentation and discussion of basic language concepts and contrastive language study. Language variation and cognates are among the topics treated. The subject matter of the module is taken from the history, geography, and culture of the city of Montreal. The teacher's guide offers suggested classroom activities, as well as directions for the use of a filmstrip/tape. Background information on Montreal is included, and a cloze quiz is attached. (JB)

Elsass, Raymond And Others
La Meteo Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-73
Note-16p.; Related audiovisual materials available
Available from-Publication Division, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($3.30 for teacher's guide, $28.00 for complete module)
Language-English; French
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiovisual Communication, Elementary Secondary Education, *French, Instructional Materials, *Language Instruction, *Learning Modules, *Listening Comprehension, *Meteorology, Multimedia Instruction, *Second Language Learning, Teaching Guides

A resource kit for the teaching of French at the intermediate level is represented by a teacher's guide. The aim of this module is to make the elementary or secondary school student of French familiar with terminology used in French radio broadcasts, and especially in weather reports. The guide offers suggested classroom activities. Instructions are given for the use of an audio tape and weather maps. A transcript of the tape is included. (JB)

Elsass, Ray Howard, Joan
Les Papillons Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-72
Note-29p.; Related materials available
Available from-Publication Division, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($3.30 for teacher's guide, $32.50 for complete module)
Language-English; French
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Childrens Literature, *Classroom Games, *French, Instructional Aids, Instructional Materials, *Language Instruction, Language Tests, *Learning Modules, Primary Education, Reading Materials, *Second Language Learning, *Story Reading, Teaching Guides
Identifiers-*Bilingual Materials

A resource kit for the teaching of French at the beginning primary level is represented by a bilingual teacher's guide. The module centers around a children's story, divided into 41 short episodes. The vocabulary of the story is restricted and repetitive, but has not been deliberately oversimplified. The story thus corresponds to a children's story in the student's native language. Instructions are given for the classroom use of: (1) a 41-page picture book, based on the story; (2) color/cut-out sheets; (3) paper construction models; and (4) a picture quiz. In addition, four classroom games are described. It is anticipated that the second language development arising from the use of the module will be informal, resulting from play situations conducted in French. (JB)

Ullmann, Rebecca Balchunas, Martha
Rene Levesque et le separatisme Ontario Inst. for Studies in Education, Toronto.

Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-79
Note-94p.; Related audiovisual materials available
Available from-Publication Division, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($3.30 for teacher's guide, $75.00 for complete module)
Language-English; French
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biographies, *French, Instructional Materials, *Language Instruction, *Learning Modules, Multimedia Instruction, *Political Science, Secondary Education, *Second Language Learning, Social Studies, Teaching Guides
Identifiers-*Bilingual Materials, Canada, *Levesque (Rene)

A resource kit for French language instruction at the advanced secondary level is represented by a bilingual teacher's guide and a bilingual student handbook on French-English relations in Canada. The guide offers a variety of classroom activities, which center around the career of a leading French Canadian political figure. Instructions are given for the use of illustrated project cards and a filmstrip/tape presentation. Suggested questions for students are included. The student handbook offers a historical survey of French-English relations in Canada, as well as an analysis of contemporary separatist pressures on the Canadian confederation. (JB)

ED 180 260 FL 010 961

Ullmann, Rebecca Balchunas, Martha

Le Francais parle au Canada Ontario Inst. for Studies in Education, Toronto.

Spons Agency-Ontario Dept. of Education, Toronto.

Pub Date-78

Note-30p.; Related audiovisual materials available ; Prepared by the Publication Division

Available from-Publication Division, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($3.30 for teacher's guide, $27.50 for complete module)

Language-English; French

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Contrastive Linguistics, Dialects, *French, Instructional Materials, *Language Instruction, Language Tests, *Language Variation, *Learning Modules, Multimedia Instruction, Phonology, *Pronunciation, Secondary Education, *Second Language Learning, Teaching Guides, Vocabulary

Identifiers-*French (Canadian)

A resource kit for teaching French in a French-Canadian cultural context is represented by a teacher's guide, a student resource booklet, and a tape transcript. This module is designed for use at the intermediate or advanced level of secondary instruction. Classroom activities are based on a cassette tape that introduces some of the phonological characteristics of Canadian French. Variations between Canadian and Standard French are used to introduce students to some linguistic phenomena and terminology. Upon completion of the module, the student will have an acquaintance with: (1) language variation and its sociocultural basis; (2) specific phonological and lexical differences among varieties of French (for example, apico-dental vs. uvular "r"); and (3) the phenomena of assibilation and diphthongization. Two listening comprehension quizzes are included. One of these is designed to test ability to discriminate between Canadian and Standard French sounds, the other to assess comprehension of a prose passage read in Canadian French. (JB)

ED 180 261 FL 010 972

Ochoa, Alberto And Others

Recommendations and Framework for Developing a Comprehensive Educational Master Plan to Comply with Title VI of the Civil Rights Act, 1964. Lau Center Manual IV.

San Diego State Univ., Calif. Inst. for Cultural Pluralism.
Pub Date-May 77
Note-198p.
Available from-Institute for Cultural Pluralism, 5544-1/2 Hardy Street, San Diego, CA 92182 ($3.63)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Administrative Organization, Bilingual Education, Check Lists, Community Relations, *Compliance (Legal), Curriculum Development, Educational Assessment, Educational Objectives, Elementary Secondary Education, *English (Second Language), Federal Legislation, Guidance Counseling, *Language Instruction, Language Proficiency, Language Programs, Language Tests, *Master Plans, Material Development, Needs Assessment, *Non English Speaking, Program Design, *Program Development, Program Evaluation, Program Guides, Speech Skills, Staff Improvement, Student Placement
Identifiers-*Civil Rights Act 1964 Title VI

The development of a program to comply with Title VI of the Civil Rights Act of 1964 is discussed. A master plan is offered that encompases a manifold effort in the areas of administrative organization, community relations, diagnosis of student needs, instructional program design, staff development, counseling and guidance, curriculum and materials development, and strategies for assessment and evaluation. For each of these areas, an extensive outline is presented which details goals and procedures. If followed, these procedures can produce compliance with Title VI in accordance with a specified time line, and enable a community to meet the educational needs of its non- and limited-English-speaking students. An overview of compliance procedures provides information about the legislative background of federal mandates. Appendices include: (1) samples of goals and objectives for the development of a compliance-oriented master plan, (2) a checklist of questions for selecting an oral language assessment instrument, (3) a suggested checklist for developing an educational plan to meet Title VI regulations, and (4) sample district skeletal plans for Title VI compliance. (JB)

ED 180 262 FL 010 973

Painchaud-LeBlanc, Gisele

Quelques caracteristiques du comportement linguistique des apprenants lents (Some Characteristics of the Linguistic Behavior of Slow Learners). Working Papers on Bilingualism, No. 18.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Spons Agency-Department of the Secretary of State, Ottawa (Ontario).

Pub Date-Jun 79

Note-23p.

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, Cognitive Style, *Error Analysis (Language), Error Patterns, *Language Instruction, *Language Processing, Language Research, Language Skills, Learning Characteristics, *Learning Difficulties, Postsecondary Education, *Second Language Learning, *Slow Learners, Teaching Methods

In order to attempt to identify the linguistic difficulties of slow learners, errors made by two groups of English-speaking adults learning French as a second language were compared. The subjects of the two groups shared similar characteristics, with the exception of the amount of time required to cover the same linguistic material (Group 1: 17 weeks; Group 2: 30 weeks). To elicit oral utterances three techniques were used: (1) free expression; (2) translation; and (3) the oral part of an achievement test. Results showed that the number of errors made by slow learners increased in proportion to the degree of constraint imposed by the task; that the difference between the two groups is highly significant for the total number of verb errors, and that slow learners are much more likely than others to commit some kinds of errors. The data from the two groups are compared and interpreted from three aspects: the role of the native language, use of rules, and overgeneralization. Learner strategies are hypothesized and a few tentative suggestions are made for teaching. (Author/AMH)

ED 180 263 FL 010 975

Olshtain, Elite

The Acquisition of the English Progressive: A Case Study of a Seven-Year-Old Hebrew Speaker. Working Papers on Bilingualism, No. 18.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Spons Agency-Department of the Secretary of State, Ottawa (Ontario).

Pub Date-Jun 79

Note-21p.

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Case Studies, *Child Language, Cognitive Development, *English (Second Language), Form Classes (Languages), Grammar, Hebrew, Language Development, Language Processing, Language Research, Morphemes, *Morphology (Languages), Psycholinguistics, *Second Language Learning, *Syntax, *Verbs

Identifiers-*Tense (Verbs)

The present paper reports on a case study investigating the acquisition of form and function of the English progressive by a seven-year-old Hebrew speaker, learning English as a second language. The paper describes the different elicitation techniques used, and discusses the suitability of such techniques for the investigation of form and function. As a result of the study, a developmental sequence in the subject's acquisition of the progressive is established. The sequence exhibits clear stages in the acquisition of form but less distinct ones in the acquisition of function. The paper calls, therefore, for further study of the developmental sequence in the acquisition of the English progressive, with the overall goal of arriving at a valid index of development for the beginning ESL learner. (Author)

Lightbown, Patsy M.

Question Form and Meaning in the Speech of Young Children Learning French. Working Papers on Bilingualism, No. 18.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Spons Agency-Department of the Secretary of State, Ottawa (Ontario).

Pub Date-Jun 79

Note-31p.

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Children, *Cognitive Development, Cognitive Processes, Error Analysis (Language), Error Patterns, Form Classes (Languages), *French, Language Development, Language Patterns, *Language Processing, Language Research, Listening Comprehension, Pronouns, Psycholinguistics, *Questioning Techniques, *Second Language Learning, Sentence Structure

Identifiers-*Interlanguage, *Interrogatives

This paper is based on a longitudinal study of the development of questions in the spontaneous speech of two anglophone boys learning French by attending French language schools. The development of form-meaning relations in information questions in the children's French L2 speech was examined and comparisons were made with the same form-meaning development in the speech of children learning their first language. In addition, the use of word order inversion in questions in the learners' speech was compared to the use of inversion by the adult native speaker who interacted with them in the tape recorded play sessions on which the study is based. The results show clearly the necessity for examining L2 learners' speech in context and for comparing L2 learners' speech with that of native speakers. (Author)

ED 180 265 FL 010 977

Chun, Judith

The Importance of the Language Learning Situation: Is Immersion'' the Same as the Sink or Swim'' Method? Working Papers on Bilingualism, No. 18.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Spons Agency-Department of the Secretary of State, Ottawa (Ontario).

Pub Date-Jun 79

Note-36p.

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M58 1V6

Journal Cit-Working Papers on Bilingualism; n18 Jun 1978

Pub Type- Reports - Research (143) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Education, Communicative Competence (Languages), Educational Environment, *Error Analysis (Language), *French, Grammar, *Immersion Programs, Language Fluency, *Language Instruction, Language Proficiency, Language Research, Language Skills, Language Usage, *Second Language Learning, Structural Analysis, Vocabulary

This study explores the role of the language learning situation by comparing the speech of children in an immersion program, children learning a second language in a natural setting, and native French children. Three groups of children participated in the study: (1) 39 children (Grades K, 1, 3, 5) in a French immersion program in the U.S.; (2) 13 English-speaking children attending French schools in France; and (3) 10 French children attending French schools in France. Results of a storytelling test indicate that children in the non-native groups performed more like each other than like the native speakers, who generally performed best on most measures. Further, the naturalistic group performed extremely well after only one year's contact with the second language, outperforming the other non-native groups on pronunciation and vocabulary ratings. They excelled in aspects of language learning that were different from the immersion students. Grade 5 performed best of the non-native groups on a number of measures. These findings suggest that different language learning situations may hold different advantages for the learner. (Author/AMH)

ED 180 266 FL 010 978

Begin, Yves

Une experience d'enseignement individualise de l'anglais langue seconde a l'elementaire (An Experiment in Individualized Instruction in English as a Second Language in Elementary School). Working Papers on Bilingualism, No. 18.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.
Spons Agency-Department of the Secretary of State, Ottawa (Ontario).
Pub Date-Jun 79
Note-14p.
Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6
Journal Cit-Working Papers on Bilingualism; n18 Jun 1978
Language-French
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives, *Educational Technology, Elementary Education, English (Second Language), *Independent Study, *Individualized Instruction, Instructional Innovation, *Language Instruction, Language Proficiency, Language Teachers, Learning Modules, Program Descriptions, *Programed Instruction, *Teaching Methods

The question of whether educational technology can be of assistance to the public school teacher who is in the position of having to teach the rudiments of a second language that he himself has not mastered is addresed in this paper. A series of teaching and learning units were constructed and experimented with for two years in teaching English as a second language to 10- and 11-year-old students. The technology that was used allowed for a high degree of individualization of instruction due particularly to the use of the cassette tape-recorder. The results show that the 10-year-old students performed better than a control group in a similar context. The instructional method used also seems to increase the motivation and enjoyment of the students in relation to English as a school subject. However, the learning environment thus created retains a certain rigidity unless it is enlivened by a teacher capable of speaking the second language and promoting dynamic exchanges between students. (Author/AMH)

ED 180 267 FL 010 980

Chimombo, Moira

An Analysis of the Order of Acquisition of English Grammatical Morphemes in a Bilingual Child. Working Papers on Bilingualism, No. 18.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Spons Agency-Department of the Secretary of State, Ottawa (Ontario).

Pub Date-Jun 79

Note-32p.

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bantu Languages, *Bilingualism, Bilingual Students, *Child Language, Cognitive Development, *English, *Grammar, Interference (Language Learning), *Language Development, Language Patterns, Language Processing, Language Research, Longitudinal Studies, Monolingualism, *Morphemes, Morphology (Languages), Psycholinguistics, Second Language Learning

Identifiers-Chichewa

This longitudinal study of bilingual language acquisition analyzes the of acquisition obtained is compared to that obtained by Brown (1973) for monolingual in English and Chichewa (a Bantu language of East Central Africa). The order of acquisition obtained is compared to that obtained by Brown (1973) for monolingual English speaking children and that obtained by Hakuta (1974) for a child second-language learner. No correlation is found between the present study and either Brown's study or Hakuta's. An explanation of the results is attempted in an examination of the possible factors influencing the order of acquisition obtained. These influences are considered to be both external input and internal grammatical/semantic complexity of the English morphemes, presence/absence of equivalent morphemes in the other language, etc. It is concluded that all these factors affect the order of acquisition of grammatical morphemes in a bilingual child. (Author)

ED 180 268 HE 010 519

Papers in Women's Studies. Special Issue.

Michigan Univ., Ann Arbor.
Pub Date-May 78
Note-110p.; Includes some of the papers presented at the University of Michigan Seminar on Research and Teaching About Women (Ann Arbor, MI, Winter and Spring 1977)
Pub Type- Collected Works - General (020) - Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Clothing Design, *Family (Sociological Unit), Family Status, Females, *Feminism, Higher Education, Historical Reviews, Illegitimate Births, *Needle Trades, *Sex Role, *Socioeconomic Status, State of the Art Reviews, *Womens Studies
Identifiers-*University of Michigan

Five seminar papers on women's studies and a paper providing an overview of the papers and the Michigan Seminar on Research and Teaching about Women are presented. Catharine R. Stimpson considers the field of women's studies as an area of research and teaching and discusses the current diversity of topic, theory, and method. She notes national and international trends, which are not always consonant with each other. Ellen Morgan discusses her own experience in the women's movement and in teaching women's studies. She notes that one of the real problems has been living up to the challenge set by activists, fulfilling multiple obligations to students and feminism. Kathryn Kish Sklar explores the links between class and gender in a historical sequence of events that took place in eighteenth-century Northampton, Massachusetts. She examines the relationship between civil and cultural (religious) norms, and the interaction of political and lineage rivalries and how these things affected the outcome for the woman involved in a case of fornication which resulted in illegitimate birth. Rachel Maines examines needlework in the United States as a female popular art and describes the development and elaboration of style and technique and the broad dissemination of design books and instructions. Economic factors that hindered decorative needlework are also considered. Rayna Rapp examines first the meaning of family and household and proceeds to examine the normative situation of family and household, and of the genders within them, in working class, middle class, upper class, and among the very poor in contemporary America. The introductory paper was written by Louise A. Tilly and Mary Edwards. (SW)

ED 180 269 HE 010 676

Users Manual for the Student Financial Aid Module. Field Review Edition. CASC Planning and Data System.

Council for the Advancement of Small Colleges, Washington, D.C.
Pub Date-78
Note-46p.
Available from-Council for the Advancement of Small Colleges, One Dupont Circle, Suite 320, Washington, DC 20036 ($5.00)
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Data Bases, Educational Finance, Eligibility, Federal Programs, Higher Education, *Information Needs, *Management Information Systems, Need Analysis (Student Financial Aid), *Small Colleges, State Programs, *Student Costs, *Student Financial Aid, Systems Development

The Users Manual for the Student Financial Aid Module of the Council for the Advancement of Small Colleges Planning and Data System (PDS) has been designed as a practical tool to be used primarily in conjunction with PDS participation. It is suggested that all small college administrators interested in the management and research of student financial aid will find it informative. The manual is divided into five major parts. Part I is an overview of the Student Financial Aid Module. Major needs and challenges facing small college financial aid administrators are explored and primary objectives and assumptions are outlined. In Part II the data collection process and instruments are described. Part III includes samples of the management information reports provided to data service users. Comparative data reports are also described, and special definitions critical to interpretation are reviewed. Through the use of a case history, data and procedural illustrations emphasize critical issues in the analysis, planning, and management of student financial aid in Part IV. A summary of principles and procedures is also presented. Appended are information on developing and testing the module, a list of information resources, and a glossary of terms. (Author/SF)

ED 180 270 HE 010 677

Users Manual for the Student Attrition Module. Field Review Edition. CASC Planning and Data System.

Council for the Advancement of Small Colleges, Washington, D.C.
Pub Date-78
Note-44p.
Available from-Council for the Advancement of Small Colleges, Suite 320, One Dupont Circle, Washington, DC 20036 ($5.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Change Strategies, *College Attendance, *Data Analysis, Data Collection, Dropout Prevention, *Dropout Research, Dropouts, Enrollment Rate, Guides, Higher Education, *Information Needs, Institutional Research, *School Holding Power, *Small Colleges, Statistical Analysis, Surveys
Identifiers-*Student Attrition

Tools and methods designed to assist colleges in analyzing and managing student attrition are described in this manual. The proposed strategies are intended to help the individual college identify patterns and causes of attrition and to establish reasonable goals and means for reducing attrition. The manual consists of five parts. Part I provides an overview of the issue and addresses the major concerns involved in identifying rates of attrition and possible factors affecting it. Some relationships between this module and other modules of the CASC Planning and Data System are also reviewed. Part II gives a brief overview of the data collection process and instruments. Part III supplies samples of the management information reports provided to data service users and recommends formats for displaying the data to suit specific college needs. Content and format are discussed, and suggestions for methods of interpretation are presented. In Part IV the framework of a systematic, comprehensive, and institutionally-oriented strategy designed to reduce attrition is discussed. Appended are information on the background research, development, and testing of the materials, as well as the rationale for the particular methodology used. (Author/SF)

ED 180 271 HE 011 350

Welsh, Jennifer M.

The First Year of Postgraduate Research Study.

Society for Research into Higher Education, Ltd., London (England).
Pub Date-79
Note-63p.
Available from-The Society for Research into Higher Education, University of Surrey, Guildford, Surrey GU2 5XH, England
Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Doctoral Degrees, Foreign Countries, *Graduate Students, *Graduate Study, Higher Education, Institutional Research, *Masters Degrees, Research Problems, *Research Projects, *Student Needs
Identifiers-*University of Aberdeen (Scotland)

The way in which graduate students attending British universities approach their one year of research study and the problems they encounter as graduate students were studied as part of an investigation into postgraduate education undertaken at the University of Aberdeen. Of the 77 students, 56 (39 Ph.D., 17 Master's candidates) were registered in the Faculty of Science, and 21 (10 Ph.D., 11 Master's candidates) in the Faculty of Arts and Social Sciences. Twenty-five percent of the study group were women, and 18 percent were overseas students. Questionnaires were administered at regular intervals and the data were checked during interview sessions. After reviewing approaches to research and problems encountered, suggestions for improvement made by both students and staff are presented. The parts universities or institutes, individual departments, and students can play in implementation of the suggestions are covered. Previous related research is also reviewed. (SW)

ED 180 272 HE 011 528

Seabury, Paul, Ed.
Bureaucrats and Brainpower: Government Regulation of Universities.
Institute for Contemporary Studies, San Francisco, Calif.
Pub Date-79
Note-177p.
Available from-Institute for Contemporary Studies, Suite 811, 260 California Street, San Francisco, CA 94111 ($6.95)
Pub Type- Collected Works - General (020) - Books (010) - Opinion Papers (120)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Affirmative Action, Bureaucracy, Business, Cost Effectiveness, Educational History, *Educational Legislation, *Federal Regulation, *Government Role, *Government School Relationship, *Higher Education, *Institutional Autonomy, School Community Relationship, Universities

The exploration of the growth and cost benefit effectiveness of governmental regulation of higher education is examined in this book. An introductory article by Robert Hatfield examines university regulation from a businessman's perspective. Hatfield concludes that business and higher education must work together to curb the stream of regulation. The first paper on ``The Advent of Academic Bureaucrats,'' by Paul Seabury, provides a historical overview of the situation. Richard W. Lyman's paper, ``Federal Regulation and Institutional Autonomy: A University President's View,'' surveys some of the regulation on the campus, such as OSHA (Occupational Safety and Health Administration) investigations and affirmative action programs. The third paper, ``Regulating the Universities,'' by Caspar W. Weinberger, explores university regulation and assesses the impact government control has on the universities. Robert L. Sproull considers the effects of government research contract controls in the fourth paper, ``Federal Regulation and the Natural Sciences.'' The fifth paper, ``A Road to Stalemate the Current State of Regulations,'' by Miro M. Todorovich, discusses ramifications of the Equal Employment Opportunity Commission's guidelines. ``Regulating Business and Regulating the Universities: One Problem or Two?,'' by Nathan Glazer, focuses on the tendency of government to expand, to exercise more control than required by Congress. The final paper by Paul Seabury, ``Epilogue A Final Footnote,'' ties together previous papers and stresses the need for government and education to remain separate. (PHR)

Moots, Philip R. Gaffney, Edward McGlynn, Jr.

Church and Campus: Government Regulation of Religiously Affiliated Higher Education.

Notre Dame Univ., Ind. Law School.
Spons Agency-Sloan Commission on Government and Higher Education, Washington, D.C.
Pub Date-79
Note-285p.
Available from-Center for Constitutional Studies, Notre Dame Law School, Notre Dame, IN 46556 ($7.95)
Pub Type- Information Analyses (070) - Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Church Related Colleges, Civil Rights, *College Admission, College Housing, Constitutional Law, Court Litigation, Educational Facilities, *Employment Practices, Federal Aid, *Federal Regulation, *Government School Relationship, Handicapped, Higher Education, Labor Legislation, School Taxes, *State Government
Identifiers-Center for Constitutional Studies IN, Legal Analysis, Notre Dame Law School IN, Sloan Commission on Government and Higher Educ

A study on government regulation of religiously affiliated higher education was conducted for the Sloan Commission on Government and Higher Education. The following two questions were addressed: What legal problems arising from governmental regulation have religiously affiliated colleges experienced at least partially because of their religious affiliation? How might the relationship between government and these institutions be ameliorated? Religious preference in employment policies is examined in relation to federal statutory regulation, judicial decisions, and administrative regulations. Religious preference in student admissions policies is considered in relation to Supreme Court dicta and federal tax policy. Judicial decisions regarding government aid for facilities at religiously affiliated institutions and policy recommendations are examined. A legal analysis and policy recommendations are provided concerning the following areas: protection of the civil rights of handicapped persons, special tax problems, special labor law problems, The Fair Housing Act and the segregation of student housing on the basis of sex, sex discrimination in employment practices and in access to federally funded programs, participation of seminaries and seminarians in federal assistance to higher education, constitutional law and the status of religiously affiliated colleges, and state regulation. (SW)

ED 180 274 HE 011 569

von Zur-Muehlen, Max

Profile of University Teachers in the Mid-Seventies (Selected Characteristics). Part II.

Spons Agency-Statistics Canada, Ottawa (Ontario).
Pub Date-1 May 77
Note-51p.
Available from-Statistics Canada, Ottawa, Ontario, Canada
Pub Type- Numerical/Quantitative Data (110) - Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Rank (Professional), *Citizenship, *College Faculty, Comparative Analysis, Doctoral Degrees, Full Time Faculty, Higher Education, Immigrants, Professors, *Teacher Background, *Teacher Characteristics, Teacher Qualifications, Universities
Identifiers-*Canada, United States

A profile of university teachers in Canada is presented focusing on: previous employment status, citizenship status, and rank distribution. The profile, which is based on information collected on full-time university teachers from the over 100 university-level institutions in Canada, covers the period 1972-1973 through 1974-1975. Almost 60 percent of the new appointments made during this period were attributable to the mobility of university professors. Only a relatively small number of new appointments have been available for recent university graduates. Of the new appointments made to graduate students, less than 60 percent have been in Canada preceding their appointments. The proportion of new appointments with Canadian citizenship for all teaching fields was consistently below that of the total of university teachers. The non-Canadian citizenship category consists of a sizeable group of landed immigrants with a Canadian Ph.D, recently landed immigrants, and foreigners with working permits. Comparisons of the characteristics of Canadian and U.S. university teachers reveal that more Canadian university teachers hold an earned doctorate degree; that a higher percentage of Canadian university teachers are under 31 years old and a much smaller percentage are over 50 years old; and that there is a much larger proportion of full professors in the U.S. universities. Appendices include a list of the data elements available for Canadian university teachers and additional notes on the previous employment of university teachers. (SC)

Matlock, John Humphries, Frederick S.

The Planning of the Merger of Two Public Higher Education Institutions: A Case Study of Tennessee State University and the University of Tennessee at Nashville.

Pub Date-17 May 79
Note-32p.; Paper presented at the Association for Institutional Research Annual Forum (19th, San Diego, CA, May 13-17, 1979); appendices may not reproduce well
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black Colleges, Black Students, Case Studies, Caucasian Students, College Cooperation, College Integration, Constitutional Law, Cooperative Planning, *Court Litigation, Higher Education, *Integration Litigation, Integration Methods, Integration Plans, Legal Problems, *Mergers, School Closing, *State Colleges
Identifiers-*Tennessee State University, *University of Tennessee Nashville

A case study is presented of the planning of a merger of two public institutions in Nashville, Tennessee, in which a federal judge ordered predominantly white University of Tennessee at Nashville to merge with predominantly black Tennessee State University. This action represents the first time a white university has merged with a black one, with the black school being the surviving institution. The historical events that resulted in the court-ordered merger are summarized and the constitutional issues in question are analyzed in detail. A merger plan developed for planning and implementing the merger of the two institutions is also examined. The court allowed two years for the planning of the merger. Some of the unresolved issues facing the two schools as they move closer toward the actual merger on July 1, 1979 are reviewed, and the possible long-range concerns of Tennessee State University relative to its role, mission, and organizational structure are examined. An analysis is also presented of possible implications that the merger will have on other predominantly black institutions of higher education. (Author/SW)

ED 180 276 HE 011 769

Perlman, Daniel H.

Democracy in the University: A Case Study of Campus-Wide Governance at Roosevelt University.

Academy for Educational Development, Inc., Washington, D.C.; Roosevelt Univ., Chicago, Ill.
Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date-Feb 76
Note-141p.; Not available in paper copy due to light type of original
Pub Type- Reports - Research (143) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Codes of Ethics, *College Administration, *College Governing Councils, College Role, Decision Making, Educational History, Educational Research, Evaluation, *Governance, Higher Education, Income, Needs Assessment, Private Colleges, Resource Allocations, *Urban Universities
Identifiers-Constitutions (Documents), Outcomes, *Roosevelt University IL

A case study of campus-wide governance at Roosevelt University in Chicago, Illinois, is presented that surveys the performance of the University Senate and its several committees during the period from 1966 through 1975 with respect to eight specific governance issues. The eight issues or areas of concern include: clarification of institutional purposes, clarification of programs, clarification of budget priorities, income development, program technology and management, program requirements and outcomes, academic and student behavior, and program evaluation. The phrase ``campus-wide governance'' is used to refer to those forms and arrangements for institutional decision-making, problem-solving, idea formation, and opinion expression that involve more than one constituency in the institution. Historical background on the university and a discussion of the evolution of campus-wide governance at the university are presented. The operations of the university's campus-wide governance mechanisms in each of the eight areas of concern are examined in detail. Appendices include the Constitution of the Faculty and By-Laws of Roosevelt University, the mission of Roosevelt University, the student code of conduct and the Judicial Review Board composition and procedure, and the Roosevelt University committee list. (SC)

ED 180 277 HE 011 776

Businessperson-in-Residence: One of a Series of Guides for Planning and Operating a Corporate/College Project.

Council on Corporate/College Communications, Washington, D.C.

Spons Agency-American Association of State Colleges and Universities, Washington, D.C.

Pub Date- 79

Note-31p.; For related documents see HE 011 777-778

Available from-Council on Corporate College Communications, One Dupont Circle, Suite 700, Washington, DC 20036

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Business, Business Education, *Consultants, *Cooperative Programs, Course Content, Curriculum, *Education Work Relationship, Higher Education, *Innovation, *Internship Programs, Program Planning, *School Industry Relationship, State Programs, Undergraduate Study

Identifiers-*Businessperson in Residence Program, Trenton State College NJ

The Businessperson-in-Residence program at Trenton State College in New Jersey is described. It is a four-part program designed to build better long-term relationships between the college and business community. The overall program was planned by a joint business-college task force to meet mutual objectives. The businessperson, working out of a campus office one day a week, provides program continuity and ready access to students and faculty. The businessperson is the facilitator for three major projects. These include: (1) a course for nonbusiness undergraduates to help students understand how business operates; (2) a directory of business and industry resources for educators; and (3) mini-internships in a business or profession related to a student's career or academic interests. The businessperson-in-residence also acts as the liaison between the college and business as new problems of needs arise. Appended are a course outline, objectives, content, and plan for Understanding American Business; a Mercer County (New Jersey) Career Education Resources Directory, as well as the proposal for a businessperson-in-residence program at Trenton State College. (SF)

Faculty/Management Forum: One of a Series of Guides for Planning and Operating a Corporate/College Project.

Council on Corporate/College Communications, Washington, D.C.
Spons Agency-American Association of State Colleges and Universities, Washington, D.C.
Pub Date- 79
Note-20p.; For related documents see HE 011 776-778
Available from-Council on Corporate College Communications, One Dupont Circle, Suite 700, Washington, DC 20036
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administration, *Business, Business Education, *College Faculty, *Cooperative Programs, *Education Work Relationship, Group Activities, Higher Education, *Management Development, Problem Solving, *School Industry Relationship, Workshops
Identifiers-*Faculty Management Forum

The Faculty/Management Forum, a nontraditional approach to improving understanding and relationships between business and higher education, is described in this guide. The primary objectives of this forum center around involving faculty and business managers in joint problem solving to help break down the barriers to mutual understanding. Participants include six faculty members, six middle managers, and a group leader. The program involves a series of three meetings held over a four to five month period. Information discussions on similarities between business and academe and major problems and concerns facing each are held. Problems of mutual interest are selected for further discussion and possible resolution. It is suggested that these forums help business managers and academicians learn about each other, and act as catalysts for future mutual projects. Costing and supply information, and a possible forum agenda are presented, as well as a list of schools and businesses that have participated in the program. (SF)

ED 180 279 HE 011 778

Northwestern University Programmatic College of Commerce and Industry: One of a Series of Guides for Planning and Operating a Corporate/College Project.

Council on Corporate/College Communications, Washington, D.C.

Spons Agency-American Association of State Colleges and Universities, Washington, D.C.

Pub Date- 79

Note-25p.; For related documents see HE 011 776-777

Available from-Council on Corporate College Communications, One Dupont Circle, Suite 700, Washington, DC 20036

Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Budgets, Business, *Business Education, College Faculty, College Students, *Cooperative Programs, *Education Work Relationship, Higher Education, Institutional Characteristics, *Instructional Innovation, Lecture, Meetings, *Program Planning, *School Industry Relationship, Undergraduate Study

Identifiers-Bylaws, *Northwestern University IL

The Programmatic College of Commerce and Industry at Northwestern University is described as an innovative approach to the study of business as an institution. The program consists of weekly, noncredit, dinner-lecture-discussion meetings attended by students, faculty, and business people. Discussions center on problems facing business, on the range of choices available for resolving problems, and on the role of business in responding to social needs. The Programmatic College is the outgrowth of a request from students for more undergraduate courses in business and their desire to enrich academic programming in fraternity and sorority houses. The College complements the present business courses and follows the university precedent of academic programming in its residence halls. Corporate executives and representatives from the professions, government, labor unions, and associations present brief lectures and share their knowledge and perspective. It is suggested that the uniqueness of the program stems from the active role taken by students in the development and the administration of the program. Ingredients viewed as essential to success include faculty interest, university support, and the cooperation of the business community. The purposes and organization of the program are outlined as well as program content and format, membership, and budget. A sampling of questions and answers from previous meetings is included as well as the College By-Laws, an organizational chart, and a list of past program topics. (Author/SF)

ED 180 280 HE 011 819

Kiernan, Stephen J., Comp.

The Role of the College/University in the Preparation and Development of Educators: A Challenge for the 80's. PROJECT UPDATE. Fall 1978 Conference.

New Jersey State Dept. of Education, Trenton.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-78
Grant-PR-451-90029
Note-49p.
Available from-Project Update, 168 Bank Street, Hightstown, NJ 08520
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Role, Continuous Learning, *Educational Development, Evaluation, *Futures (of Society), *Higher Education, *Inservice Teacher Education, *Professional Continuing Education, Professional Education, State Colleges, *Teacher Education
Identifiers-New Jersey, *Project Update

A compendium of a conference on the role of the college/university in the preparation and development of educators sponsored by Project Update, a program of continuing professional development for faculty members at institutions of higher learning in New Jersey, is presented. The conference agenda and the participants are listed, followed by texts of the keynote presentations by Seymour Sarason, Professor of Psychology at Yale University, and T. Edward Hollander, Chancellor of Higher Education for the State of New Jersey. Sarason describes factors causing society's malaise and suggests areas of growth for higher education, such as lifelong learning. Hollander suggests that teacher training is an area in need of improvement and stresses the importance of continuing education. A summary of small group reports is provided and reactions from the following six observers are included: Grace Bingham, Assistant Professor, Rutgers University; Mark Chamberlain, President, Glassboro State College; George Daniel, Superintendent, Bound Brook County; Marianne Schmeider, Teacher, Washington Township; Bruce Waldman, Dean, Jersey City State College; and Charles Yates, Senator. Text of a dialogue between the keynote speakers is provided. Observers felt that the conference was important and expressed some difficulty with the small groups in terms of clarity of direction and defensiveness on the part of some participants. The conference evaluation form and a brief summary of the evaluation, including strongest and weakest aspects, suggestions, and post meeting reactions are included. (PHR)

ED 180 281 HE 011 834

The Care and Feeding of Futures: Annual Report 1978-1979.
Georgia Univ., Athens. Inst. of Higher Education.
Pub Date-79
Note-24p.
Available from-Institute of Higher Education, University of Georgia, Athens, GA
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Doctoral Programs, Faculty Development, Graduate Students, *Graduate Study, *Higher Education, Internship Programs, Postdoctoral Education, *Postsecondary Education As a Field of Study, Program Descriptions, Publications, Speeches
Identifiers-*University of Georgia

Progress in the 10 years since the doctoral program in higher education was begun at the University of Georgia and events during the academic year 1978-1979 are reported. Differences between expectations and realities of the program are discussed and the future of higher education is seen as uncertain and challenging. Staff assignments are detailed and adjustments in courses are explained, such as recognition that the course Academic Programs and Instruction is really two courses in one. Internship requirements and cooperative service arrangements are identified. Brief descriptions of the fall seminar for college teachers, the law conference, and invited lectures are provided. The participants of the Faculty Development in Georgia program, which grants assistantships to faculty members of Georgia colleges to pursue graduate work, are listed. The History of Higher Education project is explained and the affiliation of a postdoctoral associate is related. A list of 44 papers and research articles is appended. (PHR)

ED 180 282 HE 011 891

Bowen, Otis R.

Statewide Boards for Higher Education: A Governor's View.

Pub Date-31 Jul 79

Note-12p.; Speech presented to the Education Commission of the States (Santa Fe, NM, July 31, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accountability, *Board of Education Role, Educational Policy, *Educational Quality, *Higher Education, Leadership, School Closing, *State Agencies, *State Boards of Education, State Government, State Officials, *Statewide Planning

Otis R. Bowen, Governor of Indiana, presents his view of the role of statewide boards of higher education. After reviewing suggestions proposed by an earlier speaker, Bowen focuses on four areas deemed important for statewide boards. The first area is scope; it is suggested that a review of existing programs be made to assess the viability of the degree programs. Other considerations in this area are responsiveness to the needs of the population and decision-making regarding the closing of schools. A second area discussed is balance within institutions the need to provide stable leadership. Retaining vitality is the third area addressed. The importance of maintaining the distinctiveness and quality of institutions and the vitality of faculty are emphasized. The style of the boards is the final area considered. It is suggested that the boards deliberate in the open; that they examine closely the incentives they create for institutions, students, and faculty; and that the boards steer clear of politics. (PHR)

ED 180 283 HE 011 904

Individual Demand for Education: General Report and Case Studies. Volume II.

Pub Date-79
Note-381p.; Chapter on France is in French
Available from-Organisation for Economic Co-operation and Development, 2, rue Andre-Pascal, 75775 Paris CEDEX 16, France ($19.00)
Language-English; French
Pub Type- Books (010) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, Case Studies, *Educational Demand, Educational Planning, Educational Research, Educational Supply, *Educational Trends, Enrollment Influences, *Foreign Countries, Needs Assessment, Planning, Policy Formation, *Postsecondary Education, Statistical Data
Identifiers-*Europe, France, Germany, Greece, Sweden, United Kingdom

Designed to respond to the changing requirements of educational policy formation, Volume II on "Educational Demand for Education" offers a general report based on the findings of its case studies of four countries France, Germany, Greece and the United Kingdom together with the results of Volume I, which presented the theoretical framework used for the study of individual demand, supplemented with its application to one country in particular Sweden. Volume II is divided into four sections: General Report (Jane Marceau); France (Philippe Cibois); Germany (Dirk Beckerhoff); Greece (Constantine Saumelis); and the United Kingdom (Alan Gordon and Gareth Williams). Educational demand is determined by examining four factors: psychological/individual; structural/institutional; social/familial/ and economic/financial. Case studies examine educational trends based on statistical data and surveys, and offer some future considerations for policy formation. The general report offers policy considerations such as incentive systems, recruitment policies and information and guidance systems. It is suggested that constant monitoring of educational patterns be established to meet individual and social educational demands. Work from Volumes I and II had its origins in the continuing concern of the Education Committee of the Organisation for Economic Co-operation and Development. (LC)

ED 180 284 HE 011 905

Lewis, Darrel R., Ed. Becker, William E., Jr., Ed.
Academic Rewards in Higher Education.
Pub Date-79
Note-341p.
Available from-Ballinger Publishing Company, Cambridge, MA
Pub Type- Books (010) - Collected Works - General (020) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-Academic Rank (Professional), *Achievement, Awards, Behavior, Collective Bargaining, *College Faculty, *Compensation (Remuneration), Coping, Employment Opportunities, Essays, Faculty Development, *Higher Education, Productivity, *Professional Recognition, Resource Allocations, *Rewards, Scholarly Journals, Sex Differences, Teacher Evaluation, Teacher Morale, Teacher Motivation

A colloquium series in higher education at the University of Minnesota in the fall and winter of 1977-1978 examined the influence of academic reward systems on faculty behavior and academic productivity. These essays are the collective results of their findings and recommendations. Essays include: Perspectives from Psychology: Financial Incentives Are Ineffective for Faculty'' (Wilbert J. McKeachie); Perspectives from Economics: The Economic Consequences of Changing Faculty Reward Structures'' (William E. Becker, Jr.); Perspectives from Sociology: Organizational Evaluation of Faculty Performances'' (Sanford M. Dornbusch); The Job Market for College Faculty'' (Richard B. Freeman); Conceptual Programs and Issues in Academic Labor Productivity'' (Wayne R. Kirschling); Planning and Evaluation Criteria for Allocating Departmental and Collegiate Resources in a University Setting'' (Darrell R. Lewis and Theodore E. Kellogg); Use of Student Evaluations in Faculty Personnel Decisions'' (Kenneth O. Doyle, Jr.); The Academic Reward Structure in American Higher Education'' (Howard P. Tuckman); Academic Compensation in Higher Education'' (Howard R. Bowen); Pervasive Sex Differences in the Academic Reward System: Scholarship, Marriage, and What Else?'' (Helen S. Astin and Alan E. Bayer); Pecuniary Rewards to Men and Women Faculty'' (George E. Johnson and Frank P. Stafford); Faculty Bargaining and Faculty Reward Systems'' (James P. Begin); and Adaptability to Change and Academic Productivity'' (William E. Becker, Jr. and Darrell R. Lewis). The list of tables and figures provides information on such areas as equilibrium teaching, research output, enrollment pressures, sex differences, predictors of rank and salaries, effects of publication on promotion, and primary work activity of the faculty. (LC)

ED 180 285 HE 011 906

Baer, Betty L., Ed. Federico, Ronald C., Ed.

Educating the Baccalaureate Social Worker: A Curriculum Development Resource Guide, Volume II.

Pub Date-79
Note-262p.
Available from-Ballinger Publishing Company, 17 Dunster Street, Cambridge, MA 02138
Pub Type- Books (010) - Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-*Course Content, Curriculum Design, *Curriculum Development, Educational Improvement, *Education Work Relationship, Field Experience Programs, Higher Education, *Professional Education, *Social Work, *Undergraduate Study

Program structure and curriculum for the undergraduate social work student are discussed in this second volume from the Undergraduate Social Work Curriculum Development Project. In Part I the major themes and curriculum implications that emerged from the first two years of the Project's work are identified and the activities of the third year are summarized. The three chapters in Part II discuss the relationships that a social work program and its faculty must develop and maintain with the social work practice community, with the university or college, and with its own students. For each of these constituencies a different relationship is recommended. The selection, development, and maintenance of a learning environment and teaching strategies conducive to the development of the future professional social worker are also addressed. Part III includes three chapters that focus on the setting of educational objectives appropriate to the attainment of baccalaureate professional social work practice competencies and issues in the assessment of a program's success in achieving its intended outcomes. The final section contains four chapters on curriculum content. Methods; research; human behavior and the social environment; and social welfare services and policy are discussed in this section. It is suggested that this information may be helpful to faculty members as they decide on the courses and course content appropriate for their particular programs. (Author/SF)

ED 180 286 HE 011 917

The Swedish Programme for Research into Higher Education. An Overview. R&D for Higher Education, 1979:6.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
Pub Date-Jun 79
Note-18p.
Available from-National Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Planning, *College Role, *Educational Research, *Foreign Countries, *Higher Education, Needs Assessment, *Research and Development Centers, Research Projects, Teaching Methods
Identifiers-*Sweden

An overview of the Swedish program for research in the field of higher education is presented. The research program deals with questions concerning the role of higher education in society, the design and governance of the system of higher education, the environment and working methods of research and of teaching, and the interplay between research and development organization and planning. These problem areas are described briefly and it is explained that knowledge reviews and empirical studies are used in order to gradually develop and refine concepts and thought models that contribute to the understanding of higher education and of its role in society. The account concludes with four appendices on the research program's extent and the distribution of funds between areas and disciplines, a list of the current research projects, what conferences and problem area meetings have been held in recent years, and an up-to-date list of the research program's knowledge and problem reviews. (Author/PHR)

and problem reviews. (Author/MH)

ED 180 287 HE 011 918

The UHA Programme for the Follow-Up of the Reform of Higher Education. Current Status. R&D for Higher Education, 1979:7.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date-Jul 79

Note-12p.

Available from-National Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, *Change Strategies, College Administration, College Planning, *Educational Change, Educational Research, Financial Support, *Foreign Countries, *Higher Education, Needs Assessment, *Program Evaluation, Research Projects

Identifiers-*Sweden

The current status of the program for the reform of higher education in Sweden (enacted in 1977 reported. Principles of the program, which is designed to monitor program implementation and collect information concerning the reform, are outlined. Among the principles identified are that the evaluation was designed to pinpoint problem areas and initiate projects within those areas in a series of steps that allow for change along the way. Other principles follow from the pattern and involve the combining of information from the various areas and the development of the ability for the colleges and universities to make their own evaluations. Five areas are identified as needing reform: the organization of higher education, funding systems and the planning of programs, activity evaluation in higher education, forms and content of higher education, and social effects of the reform of higher education. Each of the ten projects listed is described briefly functional study of the organization of higher education, funding systems and the planning of programs, activity evaluation in higher education, problem and project oriented education, the study organization project, the adjustment of the higher education system to recurrent education, the Uppsala recurrent education project, effects of access rules, equality and higher education and recruitment for research training and research careers. Information on seven bulletins on the reform follow-up program which are available from the Swedish Board is listed, as well as titles available in Swedish only. (PHR)

Olevnik, Peter P.
A Guide to Reference Sources in Higher Education. Occasional Paper Number Three.
State Univ. of New York, Buffalo. Faculty of Educational Studies.
Pub Date-Jul 79
Note-45p.
Available from-Department of Higher Education, Christopher Baldy Hall, State University of New York, Buffalo, NY 14260 ($3.00)
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Activism, Affirmative Action, Annotated Bibliographies, *College Administration, College Instruction, Comparative Education, Dictionaries, Educational Finance, Encyclopedias, Federal Government, Government Publications, *Higher Education, Indexes (Locaters), Microforms, Minority Groups, Periodicals, *Reference Books, *Resource Guides, State Government, Statistical Data

An annotated bibliography designed as a guide for the graduate student to general and special reference sources related to the field of higher education is presented. Sources in the guide range in dates of publication from 1895 to 1979, but more than sixty percent have been published during the 1970's. The listing is restricted to English language publications and works of an international scope that include reference to American higher education. Eighty-one sources were selected and arranged by source type: bibliographies of bibliography, bibliographies special, bibliographies general, biographical dictionaries, encyclopedias, guides and handbooks, indexes to periodicals, law, microforms, state government publications, statistics, and U.S. government publications. Among the topics included in the category of bibliographies special are administration, affirmative action, comparative higher education, finance, history, minorities, student activism, teaching, and planning. An author index and title index are included. (SW)

ED 180 289   HE 011 923

Bess, James L., Ed.

Academic Work: Doing It Well: Doing It Better.

Pub Date-Apr 78

Note-158p.; Papers presented at a conference held at Teachers College, Columbia University (New York, NY, April 14-15, 1978)

Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Faculty, Conference Reports, Faculty College Relationship, *Faculty Development, *Faculty Evaluation, Higher Education, Historical Reviews, Learning Theories, Organizational Development, *Teacher Improvement, Trend Analysis

Identifiers-*Teaching (Occupation)

Papers presented at a conference sponsored by Teachers College, Columbia University and the ERIC Clearinghouse on Higher Education are provided. The Profession Critical Themes for Development,'' by James Bess discusses concerns of the profession viewed from a broad philosophic and sociological point of view. Faculty Development and Evaluation Whence, Whither, and How,'' by Al Smith presents a retrospective view of the nature of the field of faculty development, tracing its history and giving some general directions. Who Needs Faculty Development And Why,'' by Richard Miller examines what kinds of faculty development are needed, by whom, and why. Faculty Development and Organizational Development,'' by Ronald Boyer traces the connections between organizational development and faculty development. In Developmental Theories of Learning'' Roger Myers explores the way students learn. Gary Quehl's The Developmental Stages of the Faculty Improvement Field'' and the Success and Failures in Recent Faculty Development Efforts,'' by David Justice consider the future of faculty development. A preface and concluding remarks by the editor are provided as well as author biographies. (Author/PHR)

ED 180 290 HE 011 930

Reauthorization of the Higher Education Act and Related Measures. Part 2. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives. Ninety-sixth Congress, First Session. Hearings Held in Hartford and Waterbury, Conn. on April 17; and Washington, D.C. on June 21, 1979.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-79

Note-270p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type- Reports - Evaluative (142) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Community Education, Community Service Programs, *Continuous Learning, Educational Finance, *Educational Legislation, Federal Aid, Federal Legislation, *Hearings, *Higher Education, Postsecondary Education, *Student Financial Aid

Identifiers-*Higher Education Act 1965, H R 4531 (96th Cong 1st Sess), *Lifelong Learning Act 1979

Part two of selected issues to be considered by the 96th Congress regarding the Higher Education Act reauthorization are examined. Recently funded at approximately $5 billion, the programs of this legislation serve over 3 million students through financial assistance and nearly the full range of traditional higher education institutions and many proprietary vocational/technical schools. The primary focus of the Higher Education Act is student assistance, which accounts for some 94 percent of the funds appropriated for the act. Focus of this report is on lifelong learning. Sessions in Hartford and Waterbury, Connecticut examined the program of community service and continuing education authorized by Title I of the Higher Education Act. Text of House Resolution 4531, the Lifelong Learning Act of 1979, is provided. Prepared statements, letters, and supplemental materials from representatives of community interest programs, presidents of colleges, and project directors are included. (PHR)

Basic Research in the Mission Agencies: Agency Perspectives on the Conduct and Support of Basic Research. Report of the National Science Board, 1978.

National Science Foundation, Washington, D.C. National Science Board.
Pub Date-78
Note-430p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($5.75)
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-Agency Role, Agricultural Research Projects, Behavioral Science Research, Educational History, *Environmental Research, *Federal Government, *Federal Programs, Government Role, Higher Education, Lunar Research, Medical Research, Program Descriptions, Psychological Studies, Research Problems, *Research Projects, *Scientific Research, *Social Science Research, State of the Art Reviews, Veterans
Identifiers-Department of Agriculture, Department of Commerce, Department of Defense, Department of Health Education and Welfare, Department of Justice, Department of Labor, Department of Transportation, Energy Research and Development Administration, Environmental Protection Agency, National Aeronautics and Space Administration, National Science Foundation, Smithsonian Institution, Veterans Administration

A survey was conducted by the National Science Board of the basic research supported by executive branch agencies of the federal government. Most of the data came from information solicited by the Board from federal agencies involved in science. Fourteen mission agencies and two agencies not so classified and 20 subunits of these responded. Submissions from each agency and responses to a series of questions are presented. The Board also drew upon broader statistical information on government-supported and nongovernment-support R&D regularly collected by the National Science Foundation. From all this material the Board constructed an analysis of trends and problems in the support of basic research as it affects performers and the various fields of science. In order to give a historical perspective to the trends, the Board included a summary of the federal relationship to science since the foundation of the Republic. Programs of the following agencies are included: Department of Agriculture; Department of Commerce; Department of Defense; Department of Health, Education, and Welfare; Department of Housing and Urban Development; Department of the Interior; Department of Justice; Department of Labor; Department of State; Department of Transportation; Energy Research and Development Administration; Environmental Protection Agency; National Aeronautics and Space Administration; National Science Foundation; Smithsonian Institution; and Veterans Administration. (SW)

Podell, Lawrence And Others
Proposals for the Use of Public Funds in Financing Postsecondary Education in New York State.
Long Island Univ., Greenvale, N.Y. C.W. Post Center.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-Jul 79
Note-39p.
Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Budgets, *Educational Finance, Education Vouchers, Financial Support, Higher Education, *Postsecondary Education, Private Colleges, School Taxes, *State Aid, State Colleges, *Statewide Planning, Student Financial Aid, *Tax Support
Identifiers-City University of New York, *New York, State University of New York

Eight proposals for the use of tax-levy funds in the support of postsecondary education are examined. Tax-levy funds are the major source of revenue for the institutions of the State University of New York and the City University of New York. The eight proposals are as follows: Tuition Offset Grants Plan, Student Access Grants Plan, Cost of Education Plan, Bundy Aid Program Revision Proposals, Eggers Formula, Regents Plan, Voucher Plan, and Student Aid Voucher Plan. For each plan, the objective formula, and mode of distribution are described, together with an estimate of costs for the fiscal year ending in 1977. Four of the plans are intended to supplement present programs of state aid to postsecondary education; two are intended to formulate guidelines for the overall level of state funding to the independent sector; and two, the Voucher Plan and the Student Aid Voucher Plan, are intended to replace the entire state budget of appropriations (with the exception of capital construction and opportunity program appropriations) to postsecondary education on the undergraduate level, both public and independent. (SW)

ED 180 293 HE 011 951

Women's Leadership and Authority in the Health Professions. Proceedings of a Conference at UC Santa Cruz, June 19-21, 1977.

California Univ., San Francisco.
Spons Agency-Health Resources Administration (DHEW/PHS), Rockville, Md. Office of Health Resources Opportunity.
Pub Date-Aug 77
Contract-230-76-0269
Note-312p.; Sponsored by the Program for Women in Health Services
Pub Type- Collected Works - Proceedings (021) - Reference Materials - Bibliographies (131) - Opinion Papers (120)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Career Development, *Career Ladders, Changing Attitudes, *Females, *Health Personnel, Innovation, *Leadership, Nurses, Paramedical Occupations, Physicians, Power Structure, Professional Development, Sex Fairness, *Sex Role
Identifiers-Mentors

The proceedings of a conference on women's leadership and authority in the health professions is presented. Following the opening remarks by Patricia Borne, speeches by Lucy Geiselman on the history of women in the health sciences and Sheryl Ruzek on the purpose of the conference are presented. The keynote address by Norma Juliet Wikler on the status of women in the health professions is provided. The following seven topics (and representative speech titles) are considered: (1) the informal organization of leadership and authority ("Development of Feminist Networks in the Health Sciences'' Arlene Kaplan Daniels); (2) further barriers to moving up ("Go Hire Yourself a Mentor'' Mary P. Rowe''; (3) career patterns ("Continuity and Noncontinuity in the Careers of a Sample of Young Women Physicians'' Lillian Kaufman Cartwright); (4) abstracts of published works and works in progress ("Becoming Professional'' Rue Bucher and Joan G. Stelling); (5) different structures of leadership authority ("Women in Decision Making'' Suzanne Estler); (6) innovative programs ("Reduced-Schedule Graduate Medical Education: A Status Report'' Eileen Shapiro and Shirley G. Driscoll); and (7) directions for change ("Androgynous Maturity and the Nurse Practitioner'' Martha Stürm White). An approximately 150-item bibliography, a list of conference participants, and summary evaluation are appended. (PHR)

ED 180 294 HE 011 954

Preer, Jean
Lawyers v. Educators: Changing Perceptions of Desegregation in Public Higher Education.
Pub Date-Oct 79
Note-44p.
Pub Type- Historical Materials (060) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, Black Colleges, *Black Education, Black Students, College Integration, *Court Litigation, Educational Opportunities, *Equal Education, Federal Aid, Federal Legislation, *Government School Relationship, *Higher Education, *Integration Methods, Lawyers, Public Education, Racial Integration

An examination is presented of how lawyers and educators have brought their unique perspectives to bear on the relationship between legal right and educational opportunity in three issues. It is explained that in the formative era of segregation, increasing racial hostility forced questions of educational opportunity to take precedence over the advancement of legal access to higher education. The NAACP acceded to a compromise to insure federal funding for public black colleges. From the period of the NAACP litigation campaign, the question of a regional education compact divided lawyers who fought the extension of segregation and educators who sought to save the Meharry Medical College and the educational opportunities it provided black students. In the post-Brown era, black educators in Adams v. Richardson warned that a mechanical application of public school precedents threatened the future of black colleges. Educators in the Adams suit helped to shift the focus away from the issue of racial identifiability to the more basic question of access. It is concluded that lawyers and educators need to work together to devise techniques to increase the numbers and proportion of black students and faculty in every phase of higher education. (Author/PHR)

McIntyre, Charles J.

Peer Evaluation of Teaching.

Pub Date-Aug 78
Note-7p.; Paper presented at the American Psychological Association Convention (Toronto, Canada, August 31-September 1, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, *College Instruction, Effective Teaching, *Evaluation Methods, *Faculty Evaluation, Higher Education, *Peer Evaluation, Student Evaluation of Teacher Performance, Teaching Skills

The importance and issues of peer evaluation of teaching are discussed. It is suggested that a more tangible relationship between professional advancement and teaching effectiveness is necessary to motivate faculty to improve instruction, and that evaluation can provide essential information to a teacher to help improve teaching quality. Problems and limitations in student evaluation of teaching are explored, including student ability to adequately judge the propriety of the emphasis or de-emphasis of various elements of the course content and the adequacy of the examination system. Problems in faculty peer evaluation, such as time requirements to make reliable judgments and faculty qualifications to make judgments about other specialities (even within the same department), are examined. The need to develop procedures for evaluation is considered as is the option of ignoring teaching in the evaluation process. It is concluded that more experimentation and development are necessary to arrive at a means of involving faculty in a fair and effective manner. (PHR)

ED 180 296 HE 011 961

Williams, Ben R.

Open Admissions at the City University of New York 1970: Its Implications for Higher Education.

Pub Date-77

Note-26p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Standards, Access to Education, *Admission Criteria, *College Students, Educational History, Higher Education, *Open Enrollment, *Public Education, Student Characteristics, Universities

Identifiers-*City University of New York

Implications for higher education as a result of open admissions at City University of New York (CUNY) in 1970 are examined in this paper. After a brief general history of open admissions in higher education, a history of CUNY is presented. Preparations for open admission at CUNY are discussed and the s[illegible] guidelines for the open admission, including the requirement that for admission to some university programs students have graduated from New York City high schools with an average of 80 percent or better, are listed. Tables detail facts concerning the entering class of 1970. The general results of open admissions are explored, and seven implications for higher education, including the need for skill development courses, are identified. Among personal observations cited were that many of the students who entered CUNY under the open admissions policy were no different academically from the regular students of previous years and that contrary to popular conception, the typical open admissions student was a white student from a working-class Catholic family. Appended are a list of tables and an 11-item bibliography. (PHR)

ED 180 297 HE 011 962

Manual for Development of General Practice Residency Programs in Dentistry. Special Issue.

American Association of Dental Schools, Washington, D.C.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Dentistry.
Report No.-HRP-0901827
Pub Date-Jun 79
Contract-231-77-0059
Note-95p.
Available from-American Association of Dental Schools, 1625 Massachusetts Avenue, Washington, DC 20036
Journal Cit-Journal and Dental Education; v43 n6 Jun 1979
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Budgeting, Clinical Experience, Cost Effectiveness, *Dental Schools, *Dentistry, *Graduate Medical Education, Graduate Study, Higher Education, Manuals, Models, Organization, *Program Development, Staff Improvement, Workshops
Identifiers-Ambulatory Care

The manual for the development of general practice residency programs in dentistry is designed to be used in three regional workshops to train individuals representing institutions who wish to develop such programs. The first of three major sections in the manual reviews the historical background of general practice residency programs. In the second section the following six areas are identified as part of the organization and development of general practice residency programs: human and institutional support, financial considerations, development and retention of dental administrative and teaching staff, selection of residents, orientation and integration of residents into the institution, and methods for program evaluation. In the third section areas of instruction in general practice residency programs are explored, including a dental didactic program, clinical dentistry assignments, and hospital training and medical assignments. For each chapter an introduction, statement of the objectives, and worksheet are provided. Appended are a budget development model, a description of a service-oriented ambulatory care model, income and cost analysis figures, and examples of a resident manual and didactic activities. (Author/PHR)

ED 180 298 HE 011 971

Salovesh, Michael

Descent into the Maelstrom: Anthropology in the Politics of Academe.

Pub Date-Nov 78
Note-22p.; Paper presented at the American Anthropological Association Annual Meeting (Los Angeles, CA, November 14-18, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Organization, *Anthropology, *College Faculty, College Majors, Curriculum, *Departments, Enrollment Rate, Faculty College Relationship, Faculty Workload, *Governance, Higher Education, Personnel Policy, Political Influences, *Power Structure

Conditions in academic employment associated with increasingly tense political struggles for anthropology departments are discussed. Personnel policies for state-supported institutions are cited as areas of major controversy and the effect of student enrollments on the setting of staffing-level parameters is emphasized. Politics internal to academic departments of anthropology are discussed and various models of university power structures are described. It is suggested that anthropology departments, usually one of a university's smallest departments, face great difficulties in maintaining their academic independence. Recommendations for anthropology departments include: using temporary faculty appointments rather than tenure-track appointments; encouraging anthropology faculty to gain decision-making or influential posts not usually seen as department-linked; and emphasizing the interdepartmental links in the field of anthropology. It is suggested that steps should be taken to face the spector of unemployment threatening the field of anthropology. (Author/SF)

ED 180 299 HE 011 974

Moll, Richard
Playing the Private College Admissions Game.
Pub Date-79
Note-243p.
Available from-Times Books, Three Park Avenue, New York, NY 10016 ($12.95)
Pub Type- Books (010) - Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)
Document Not Available from EDRS.
Descriptors-Academic Standards, *Admission Criteria, Admissions Counselors, Codes of Ethics, *College Admission, College Bound Students, *College Placement, *Competitive Selection, Eligibility, *Higher Education, Portfolios (Background Materials), *Private Colleges, Selective Admission, Standards, Student Application, Student Financial Aid, Student Recruitment
Identifiers-Reputation

Truths and myths involved with student admission to Ivy League colleges are revealed by a director of admissions whose experience includes admission work at Vassar, Bowdoin, Harvard and Yale. Several basic concepts are offered as fact: most private colleges in America today are not highly selective; many colleges pose as being more selective than they really are hoping to attract the cream of the crop; few undergraduate institutions in America today are as highly selective as they ever have been; nothing speaks louder than a strong high school record; and given the (rare) highly selective college situation, ``other considerations'' can indeed enter the picture, some of which the candidate can capitalize on. Myths are centered on such factors as name, location, size, major, social type, and cost. Examples are described rebutting the following myths: the more prestigious the college, the better the college; the smaller the college, the more personal the education; the middle class has been squeezed out of Ivy-type colleges; and single-sex colleges are dead. Other chapters in the book discuss the criteria for admission, how colleges sell themselves, and how a student should choose a college. Five appendices are provided that examine such areas as how financial aid is determined, application procedures, transfer patterns, the Statement of Principles of Good Practice as adopted by the National Association of College Admissions Counselors, and some humorous admission experiences as told by directors of admissions. (LC)

ED 180 300 HE 011 991

Center for Instructional Development, 1978-79. Fourth Annual Report.
Appalachian State Univ., Boone, N.C. Center for Instructional Development.
Pub Date-1 Jul 79
Note-216p.
Available from-Appalachian State University, Boone, NC
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Budgets, College Curriculum, College Faculty, *Curriculum Development, Curriculum Evaluation, *Faculty Development, Faculty Evaluation, Guidelines, Higher Education, *Instructional Improvement, Instructional Materials, *Instructional Media, Material Development, *Program Descriptions, State Colleges, *Teacher Centers
Identifiers-*Appalachian State University NC

The organization and activities of the Center for Instructional Development at Appalachian State University, North Carolina, are outlined. The Center is involved with instructional and faculty development in higher education. Basic responsibilities of the Center are development, evaluation, and media support services. The following aspects of the Center are covered: organization, personnel, major equipment acquisition, changes in physical plant, staff activity, external relations, operational matters, publications, future plans, major problems, accomplishments, and unit mission statement. Guidelines are presented for faculty and instructional development project selection, faculty employment for projects, and faculty released time during the academic year for projects. A financial statement for June 30, 1979 and project budget summaries are presented. Project descriptions are provided for 30 concluded Center projects for 1978-79 and 63 ongoing Center projects for 1978-79. (SW)

ED 180 301 HE 011 992

Reid, John Y.

Higher Education in an Emerging Nation: The College of the Bahamas as a Case Study.

Toledo Univ., Ohio. Center for the Study of Higher Education.

Pub Date-Jul 79

Note-30p.; Paper presented at the conference, ``Issues in Carribean Studies'' (University of Miami, FL; July 19-20, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Case Studies, *College Administration, College Faculty, *College Role, *Developing Nations, Educational History, Enrollment Trends, Financial Support, Foreign Countries, Government School Relationship, *Higher Education, Institutional Characteristics, Mergers, Trend Analysis

Identifiers-Bahamas, *College of the Bahamas

A historical overview of higher education in the Bahamas Islands and an examination of The College of the Bahamas as it exists today are presented. After an introduction including information on the geography, educational history, the Bahamian economy, governmental structure, and cultural insularity, the paper focuses on the development of The College of the Bahamas. It is explained that the college was founded in December, 1974, an amalgamation of three colleges. Administration of the college, degrees offered, faculty characteristics, enrollment trends, and funding for the college are each surveyed. Four major problems facing the college are listed, including lack of a clearly articulated mission or meaningful philosophical orientation. Seven recommendations for improvement are specified, including governmental cooperation with college and community representatives to determine a philosophical orientation for the college. It is concluded that the education system of the Bahamas is undergoing a time of trial calling for education leaders to give proper form and purpose to the institution. Among appendices are a list of programs offered by the college, a chart tracing enrollment trends, and financial figures. (PHR)

ED 180 302 HE 011 995

Hunka, Steve

Rationales for Determining Student Contributions to Costs of Post-Secondary Education. Research and Information Report.

Alberta Univ., Edmonton. Div. of Educational Research.
Report No.-DERS-06-069; RIR-79-5
Pub Date-Aug 79
Note-157p.; Best copy available
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Access to Education, Cost Effectiveness, Educational Assessment, Educational Economics, *Educational Finance, Foreign Countries, Grants, *Higher Education, *Need Analysis (Student Financial Aid), Political Attitudes, Public Opinion, Public Policy, Scholarships, Social Factors, *Student Costs, *Student Financial Aid
Identifiers-*Alberta

Student financial contributions toward postsecondary education are examined in this report from the Minister's Task Force in Alberta, Canada. Critical examination of various rationales are made as a basis for determining the directions in which student costs should move. This includes a discussion of social equity, societal investment and benefit, student motivation, personal investment and gain, institutional factors including program costs and enrollment, public opinion, and political, economic, and manpower factors. Two major related issues that are considered include: postsecondary education as a right or privilege, and the benefactors of higher education. An examination of student financial assistance programs in Canada describes programs available and makes comparisons with the Australian system. It is suggested that the most important considerations when assessing student costs are social equity, societal factors, and personal factors. The results of this investigation suggest there is no justification for asking students to increase their contributions to postsecondary education and that possibly student costs should be reduced. It is also noted, however, that public opinion and political factors do not support this opinion. Comments concerning some of the recommendations made by the majority of the task force are included. (Author/SF)

ED 180 303 HE 012 003

Draper, Penny, Ed.

Conference of University Administrators (CUA) Proceedings, Edinburgh, 1979.

Conference of Univ. Administrators.

Pub Date-Apr 79

Note-76p.; Papers presented at the Conference of University Administrators (University of Edinburgh and Heriot-Watt University, Scotland, April 5-7, 1979)

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrative Personnel, *Administrator Education, *College Administration, College Admission, College Curriculum, Computer Oriented Programs, Educational Finance, *Electronic Data Processing, Evaluation Criteria, Foreign Countries, Higher Education, *Institutional Evaluation, *On Line Systems, Payroll Records, Recordkeeping, Retrenchment, School Registration

Identifiers-Australia, New Zealand, United Kingdom, University of Dar Es Salaam (Tanganyika), University of Manchester (England)

Selected papers and reports on discussions from a Conference of University Administrators are presented. Contents are as follows: Performance Assessment and the Management of Universities for the 1990s'' extract from a paper by J. Sizer; Opportunities to Assist the Career Development of Administrators in British Universities,'' by G. G. Williams; On-Line Systems: Introduction and Management Considerations,'' by B. A. Dawson; User Involvement in Computer Systems in University Administration'' and On-Line Systems in University Administration,'' by P. Phillips; The Funding of Australian Universities in a No-Growth Environment The Government Squeeze,'' by J. W. Young; The Universities of New Zealand,'' by R. A. Palmer; Validation of Diversified Awards in Colleges of Higher Education,'' by D. C. Morris; Devolution and the Universities,'' by N. A. Clayton; Records Management for Universities: Theory and Techniques,'' by M. Bott and J. A. Edwards; and The University of Dar Es Salaam,'' by C. B. Makubi. (SW)

ED 180 304 HE 012 027

University Student Information System: Graduating Students (USIS-Graduating).

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.

Pub Date-Nov 79
Note-55p.
Available from-Statistics Canada, Ottawa, Ontario, Canada
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Codification, *College Graduates, College Majors, College Students, Data Bases, Degrees (Titles), *Enrollment Rate, Foreign Countries, Higher Education, *Information Systems, Institutional Characteristics, *Student Characteristics
Identifiers-*Canada, *University Student Information System (Canada)

A description is presented of types of information and codes pertaining to graduation statistics of the University Student Information System (USIS), a data base that provides a Canada-wide system of university enrollment statistics. The information for this system is collected on an individual student basis. In 1974 the USIS enrollment statistics were extended to cover the collection of graduation statistics on an individual student basis. Ten elements are proposed, of which two (institution awarding degree, diploma, or certificate, and convocation date) are not in USIS-Enrollment. The remaining eight elements are essentially the same as reported in the enrollment system. The remaining elements are: institution of registration; institutions' own identification of graduating student; social insurance number; sex; qualification received; coded title of the degree, diploma, or certificate awarded; specialization or major field of study; and joint specialization. To date, 21 institutions report in this manner covering approximately 46 percent of the qualifications awarded in a given year. (SW)

ED 180 305 HE 012 028

Gamson, Zelda F.

After the Revolution Comes the Educational Testing Service: Notes on Higher Education in China 1978.

Pub Date-May 79

Note-19p.; Paper presented at the Annual Meeting of the American Sociological Association (1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Chinese Culture, College Programs, College Role, Cultural Factors, Developing Nations, Economic Development, Educational Opportunities, *Educational Trends, Foreign Countries, *Higher Education, *Industrialization, *Political Influences, Technological Advancement

Identifiers-*China, *Cultural Revolution

Societal conditions and higher education in China are discussed based on a recent trip to the People's Republic of China, conversations with representatives from the Ministry of Education, and visits to Chungshan University in Kwangchow (Canton), Futan University in Shanghai, the University of Szechwan in Chengtu, and Chiaotung (Communications) University in Sian. Recent changes in the educational system in China can be understood in relation to the effects of industrialization. Societies in the process of industrializing depend on people who can understand and operate the new technologies brought be economic development. The educational system serves the economic system by producing people who can work in the occupations and organizations created by industrialization. Two different sectors emerge in the educational system: a mass sector and an elite sector. In the mass sector are the primary and secondary schools that train people in the basic skills needed to work with machines and in complex organizations. In the elite sector are those schools that teach people how to innovate and to manage the new system. Entry to the mass sector is available by right, to the elite sector by selection. The Cultural Revolution challenged the elite sector but did not succeed in toppling it. The great achievement was the expansion of the mass sector. The emphasis on rapid economic development among the moderates in control of China today has revived the elite sector, and the implications of this for reducing inequalities are momentous. (Author/SW)

ED 180 306 HE 012 029

Barger, Robert Newton

The Necessity of Achieving a Balanced Ratio Between Minority Faculty and Minority Students.

Pub Date-20 Oct 79

Note-7p.; Paper presented at the Fall Meeting of the Illinois Association of Teacher Educators (Northeastern Illinois University, Chicago, IL, October 20, 1979)

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Strategies, College Faculty, College Students, Higher Education, *Minority Groups, *Minority Group Teachers, Minority Role, *Racial Balance, Racial Composition, Racially Balanced Schools, Role Models, *Student Teacher Ratio

The problem of achieving a balanced ratio between minority faculty and minority students is discussed. Among the five difficulties seen as a result of failure to achieve a balanced faculty/student ratio are that minority students will suffer from lack of role models, counseling of minority students by sympathetic minority faculty will be more difficult to achieve, and innovation and the breaking of stereotypes will be hampered. It is contended that federally mandated affirmative action programs have largely failed to produce any of the desired results. An appeal to institutional and individual self-interest is proposed as a means to achieve a balanced minority ratio. It is suggested that once faculty members understand that the future of the programs and college units in which they work are threatened by failure to achieve a balanced ratio, motivation to bring about the necessary changes will emerge. The legitimacy of the minority status of a candidate as a factor in selection is proposed, and the Bakke case is seen as a precedent for the approach. (PHR)

ED 180 307 HE 012 030

Chambers, M. M.

Appropriations: State Tax Funds for Operating Expenses of Higher Education, 1979-1980.

National Association of State Universities and Land Grant Colleges, Washington, D.C. Office of Communications Services.

Pub Date-Oct 79

Note-31p.

Available from-Office of Communications Services, National Association of State Universities and Land-Grant Colleges, Suite 710, One Dupont Circle, Washington, DC 20036

Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Budgets, Comparative Statistics, *Educational Finance, *Higher Education, Land Grant Universities, *Operating Expenses, *State Aid, State Colleges, *Tax Support, Trend Analysis

Information about tax assistance to public universities and colleges for 1979-1980 is provided. The report details state tax-fund appropriations alphabetically by state for operating expenses of higher education. Among findings were that the 50 states appropriated more than $19 billion for annual operating expenses in fiscal year 1979-1980, that state appropriations for operating costs of higher education registered an overall increase over the last two years somewhat higher than the rate of general inflation, and that the prices of goods and services purchased by colleges and universities have more than doubled over the last 11 years. Included in the highlights of the 1980 figures are reports of two-year rates of gain ranging from eight percent to 43 percent (with a median of 21 percent). Among the states at the high end of the gain are California, Louisiana, Arkansas, Kentucky, Oklahoma, New Mexico, South Carolina, and Tennessee. The states showing the lowest percentage of gain include Connecticut, Pennsylvania, New Hampshire, Montana, Colorado, Idaho, Arizona, West Virginia, Alaska, and Hawaii. The general trend is seen to be one of a slowing down of the tempo of growth of state tax support, but with growth nonetheless continuing. (PHR)

ED 180 308 HE 012 032

Lacy, Gregg F.

Changing the Non-Major Curriculum: Reflections on Process.

Pub Date-79
Note-19p.
Pub Type- Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies, *College Curriculum, College Majors, Curriculum Design, *Curriculum Development, *Educational Change, Educational History, Educational Objectives, *General Education, *Higher Education, Relevance (Education), Student Development, Student Needs
Identifiers-University of North Dakota

Observations are offered on the curriculum of American higher education. It is noted that the curriculum is a major part of an institution's statement about itself, and the societal impact of higher education is likely to be determined more by the kind of people college graduates become than by what they know when they leave college. The historical development of the ``major'' concept is traced from the last century and recent changes in orientation of curriculum to ``outcomes'' are discussed. The need to re-examine major programs for relevancy and to find a place for general education courses is presented. It is the area of general education that lends itself to teaching those deficiencies common among college students lack of verbal and quantitative skills. The changes in general education at North Dakota University demonstrate the kind of reform that addresses the deficiencies. The strategy there was one of ``overall thought but

piecemeal action, which allowed for change altered as new understanding was acquired. Four models that promote this approach are outlined. (Author/PHR)

ED 180 309 HE 012 034

Social Security Student Benefits for Postsecondary Students Should Be Discontinued. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No.-HRD-79-108
Pub Date-30 Aug 79
Note-56p.; Appended statistical data may not reproduce well
Available from-Comptroller General of the United States, Washington, DC 20548 (free)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Change Strategies, *College Students, Educational Finance, Federal Aid, *Federal Programs, *Financial Support, Higher Education, Need Analysis (Student Financial Aid), *Social Welfare, *Student Financial Aid
Identifiers-California, New York, *Office of Education, *Social Security Administration

The Social Security student benefit program was reviewed by the U.S. General Accounting Office to determine if it is an unnecessary burden upon the overall Social Security system, and thus upon taxpayers supporting the system. Various U.S. Office of Education programs were also reviewed to determine if they might provide student aid more equitably than the student benefit program does. The review was conducted primarily at the Social Security Administration and the Office of Education, but financial aid records for a random sample of student benefit recipients at 119 postsecondary institutions in upstate New York and Los Angeles County, California, were also examined. It is concluded that the student benefit program gives many students more money than their school costs warrant, inequitably curtails, or bars altogether, benefits to other students, deprives nonstudents, and contributes to other federal aid programs paying unneeded benefits. The Office of Education is willing to provide aid in a more equitable way to postsecondary students now receiving payments from Social Security. It is recommended that Congress enact an amendment to the Social Security Act to discontinue student benefits for postsecondary students and take the necessary steps to assure the Office of Education will have sufficient financial resources to meet any increased demand arising from such discontinuance. (SW)

ED 180 310 HE 012 035

Davison, Richard L.

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education, July 1, 1978 - June 30, 1979.

North Dakota Postsecondary Education Commission, Bismarck.

Pub Date-Aug 79
Note-92p.
Available from-North Dakota Postsecondary Education Commission, Bismarck, ND 58505
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Bachelors Degrees, Chief Administrators, College Majors, Colleges, College Students, Community Colleges, *Degrees (Titles), Doctoral Degrees, Flight Training, Graduates, Institutional Characteristics, Junior Colleges, Masters Degrees, *Postsecondary Education, Professional Education, *Proprietary Schools, *State Surveys, Tuition, Universities, *Vocational Education
Identifiers-*North Dakota, Student Financial Aid Officers

Information on degree and certificate programs offered and student completions for fiscal year 1978-79 in North Dakota postsecondary educational institutions is compiled in this report. In Section I information on program offerings by subject and student program completions are tabulated for one-year programs, two-year programs, bachelor's degree programs, master's degree programs, specialist's degree programs, and doctoral degree programs. General institutional information provided includes a list of the chief administrators at North Dakota schools, information on institutional charges, and identification of the highest level of programs offered at each institution. Section II includes information about North Dakota proprietary schools including addresses and program offerings. A list of institutional financial aid officers or program directors is presented in Section III. (SF)

ED 180 311 HE 012 036

Atwell, Robert H.

Student Financial Aid Governance: Some Eleventh Hour Thoughts About The Partnership.''

Pub Date-79

Note-13p.; Prepared for the National Forum of the College Entrance Examination Board (New York, NY, October 28-30, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Legislation, Educational Opportunities, *Federal Aid, Federal Legislation, *Federal Regulation, Government School Relationship, Grants, Higher Education, *Need Analysis (Student Financial Aid), *Student Financial Aid

Identifiers-*Basic Educational Opportunity Grants, College Scholarship Service

Student financial aid is examined with focus on the disparity of the partnership between students, colleges, the federal government, and the College Board. Changes resulting from the implementation of the Basic Educational Opportunity Grant (BEOG) Program in 1972 are surveyed. The resulting financial aid system (with the exception of highly skilled athletes and graduate students at a few institutions) is mostly need-based and federally dominated. The politicization of the need analysis system is explored, and the intrinsically arbitrary nature of determining need is considered. Four problems concerning the involvement of the College Scholarship Service in the financial aid arena are identified, including the need for increased interest by college and university presidents in the subject. The ramifications of House Resolution 5192, which would enhance the role of the federal government in financial aid administration and provide substantial increases in the BEOG and campus-based programs, are discussed. It is proposed that a group be formed from the higher education community to consult with the Secretary of Education, as called for in H.R. 5192, and for other purposes. The need for self-regulation in the higher education community is stressed as a stand against increased federal regulation. (PHR)

ED 180 312 HE 012 037

Ericksen, Stanford C., Ed. Cook, John A., Ed.
Support for Teaching at Major Universities.
Committee on Institutional Cooperation.
Pub Date-79
Note-114p.
Available from-Center for Research on Learning and Teaching, 109 E. Madison, Ann Arbor, MI 48104
Pub Type- Information Analyses (070) - Books (010)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*College Cooperation, *College Faculty, Consultation Programs, *Educational Assessment, Educational Finance, Educational Technology, *Faculty Development, Financial Support, Grading, Higher Education, Information Dissemination, Institutional Evaluation, *Instructional Improvement, Interinstitutional Cooperation, Program Development, *Resource Allocations, Student Evaluation of Teacher Performance, Student Role, Student Testing, Teacher Seminars, Teacher Workshops, Universities
Identifiers-*Teaching (Occupation)

Major themes that dominate institutional support for teaching are addressed by representatives of large research-oriented institutions of higher education that form the Panel on Research and Development of Instructional Resources.`` The Panel is composed of the Big Ten universities and the University of Chicago. Contents are as follows: The Panel and Its Purpose,`` by Stanford C. Ericksen, University of Michigan; Faculty Development,`` by B. Claude Mathis, Northwestern University; Providing Information,`` by Stanford C. Ericksen; Special Funds for the Improvement of Instruction,`` by Robert H. Davis, Michigan State University; Instructional Technology,`` by Gene K. Faris, Indiana University; Seminars, Workshops, and Consultation Services for Faculty,`` by Russell W. Burris, University of Minnesota; Testing and Grading,`` by Lowell F. Schoer, University of Iowa; Student Evaluations of Instruction,`` by Warren F. Seibert, Purdue University; Program Review and Instructional Development,`` by Robert G. Arns and William Poland, Ohio State University; and The Systematic Involvement of Students in Program Evaluation,`` by Charles J. McIntyre, University of Illinois. The University of Wisconsin was unable to contribute a chapter. (SW)

ED 180 313 HE 012 039

Magnello, M. Eileen

Predictors of a Major for Psychology and Special Education Students.

Pub Date - 79

Note - 13p.; Paper presented to the Annual Convention of the American Psychological Association (87th, 1979)

Pub Type - Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors - *College Majors, *College Students, Decision Making, Higher Education, Models, *Predictor Variables, *Psychology, Sex Differences, *Special Education

An inventory was administered to 161 college students in the late fall of 1977 in an attempt to predict the academic major of either psychology or special education students. The predictors were from the following series of items: demographic characteristics, academic information, occupational interests, and utility of their college program. A stepwise multiple regression was performed to determine which variables would maximally differentiate between the two groups. A major finding of the study was that although sex accounted for 10 percent of the variance of an academic major, it was not the only variable that could differentiate between the psychology and special education majors. Three variables (field of study for Ph.D., ability to do well in special education, and enjoyment of teaching elementary education) added more to the proportion of predictable variance than did sex. It is suggested that the data could lend itself to building a predictive model for the selection of an academic major. (SW)

ED 180 314 HE 012 040

Enrollments in Oklahoma Higher Education, Fall Semester 1979.
Oklahoma State Regents for Higher Education, Oklahoma City.
Pub Date-79
Note-30p.
Available from-Oklahoma State Regents for Higher Education, State Capitol, Oklahoma City, OK
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Students, Comparative Statistics, *Enrollment Rate, *Higher Education, Private Colleges, State Colleges, *State Surveys, Statistical Data, Television Curriculum
Identifiers-*Oklahoma

Fall 1979 enrollment data for Oklahoma higher education institutions are presented. Statistical tables include the following: summary of enrollments in 43 Oklahoma institutions, fall semester 1979 as compared with fall semester 1978; summary of enrollments in off-campus centers, fall 1979; comparative data of main and branch campus enrollments in the state system, fall semesters 1974-79; comparative enrollments in private colleges and universities, fall semesters 1974-79; full-time-equivalent main campus enrollment in the state system, fall semesters 1974-79; head-count enrollment, student-credit-hours enrolled in full-time-equivalent enrollments in the state system and private colleges, fall 1979; main and branch campus enrollment by class and sex in the state system and private colleges, fall 1979 and fall semesters 1974-79; head-count enrollment of first-time entering freshmen in Oklahoma colleges, fall semester 1979 as compared with fall semester 1978; cumulative report of enrollments in televised instruction courses through fall semester 1979; and summary of enrollments by receiving locations for televised instruction systems, fall semesters 1978 and 1979. (SW)

ED 180 315 HE 012 041

Petersen, Richard J.

Inventory of Physical Facilities in Institutions of Higher Education, Fall 1974.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.-NCES-77-348

Pub Date-77

Note-87p.; Not available in paper copy due to marginal legibility of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-080-01693-1, $1.45)

Pub Type- Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Buildings, College Housing, College Planning, Educational Facilities, *Facility Inventory, Higher Education, *National Surveys, *Physical Facilities, Questionnaires, School Space, *Space Classification, Statistical Data

Identifiers-*Higher Education General Information Survey

As part of the ninth annual Higher Education General Information Survey (HEGIS) conducted by the National Center for Education Statistics, an inventory of physical facilities at colleges and universities for fall 1974 was undertaken. The inventory provides a benchmark for facilities against which current conditions may be tested by persons in various organizations (e.g., institutional, state, regional, and national). The study is built on an actual inventory of space, based on a classification system codified in the ``Facilities Inventory and Classification Manual, 1973.'' By employing a standard set of definitions and format for data collection, individual institutions may meaningfully compare themselves with other institutions. In addition to statistical tables, the report contains a guide to use of data and a summary of findings. The summary concerns trends, building characteristics, room-use, average square feet per full-time-equivalent student, program category, and housing. A sample survey questionnaire is appended. (SW)

ED 180 316 HE 012 043

Smith, Stanley V. Wells, Agnes O.

Earned Degrees Conferred, 1975-76. Summary Data.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.-NCES-78-300

Pub Date-78

Note-78p.; Not available in paper copy due to marginal legibility of original document

Available from-National Center for Education Statistics, Washington, DC 20202 (Stock No. 017-080-01868-3)

Pub Type- Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bachelors Degrees, College Majors, Comparative Statistics, *Degrees (Titles), *Doctoral Degrees, Females, Higher Education, Labor Supply, Males, *Masters Degrees, *National Surveys, Questionnaires, Statistical Data

Identifiers-*Higher Education General Information Survey

Data are presented on all earned degrees conferred by degree-granting institutions in the aggregate United States. Primarily, this information provides a benchmark for reporting the trained manpower pool in discipline specialities, by training level, and for eight selected professions. The data also fulfills several needs of various state and federal legislative and executive agencies. The data were collected from the survey instrument "Degrees and Other Formal Awards Conferred" for the 11th annual Higher Education General Information Survey (HEGIS) conducted by the National Center for Education Statistics. Data on baccalaureate and higher degrees are presented in tables that show the numbers of degrees granted by level and degree, institutional control and level, sex of recipient, state, and discipline division, and specialty. Comparative data for 1971-72 are included, and parts A and B of the survey form are appended. (SW)

Smith, Carolyn R.

Institutions of Higher Education, Index by State and Congressional District, 1979.

National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NCES-79-311
Pub Date-Apr 79

Note-228p.
Available from-National Center for Education Statistics, Washington, DC 20202
Pub Type- Numerical/Quantitative Data (110) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Church Related Colleges, *Directories, *Enrollment Rate, *Higher Education, *Institutional Characteristics, Junior Colleges, Legislators, Private Colleges, *School Statistics, State Colleges, State Surveys, Statistical Data, Tuition, Undergraduate Study

The 1979 Index of Institutions of Higher Education, by State and Congressional District'' reports the names of the senators, representatives, and other elected officials of the 96th Congress, their states and congressional districts, and each institution of higher education located in the districts. Also included are the control, type, sex designation of the student body, fall 1977 enrollment, city name, zip code, telephone number, chief executive officer, and 1978-79 undergraduate tuition and required fees of each institution. Control distinguishes between public and private institutions, and private institutions are reported as independent, nonprofit, or profit, or other (affiliated with a religious group). The institutional types are university, four-year and two-year. The sex designation for the student body of each institution is shown as men, women, coeducational, or coordinate separate colleges for men and women. The index is a companion volume to the Education Directory, Colleges and Universities, 1978-79.'' The index reflects the biennial changes in the U.S. Congress and additional information on the institutions listed in the directory. (SW)

Fidler, Paul P. Kossler, Gretchen
Profile of USC Entering Freshmen. Fall 1978. Research Notes No. 36-79.
South Carolina Univ., Columbia.
Pub Date-79
Note-35p.
Available from-University Center for Undeclared Majors, University of South Carolina, Columbia, SC 29208
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Freshmen, Comparative Analysis, Demography, Females, Higher Education, Institutional Research, Males, *National Norms, *School Surveys, State Universities, Statistical Data, *Student Characteristics, Student College Relationship
Identifiers-*University of South Carolina

Demographic data, opinions, and projections reported by freshmen entering the University of South Carolina (USC) during fall 1978 are reported. A questionnaire developed by the American Council on Education was administered to 80 percent of the entering class as part of a continuing national study. The data are divided into the categories of in-state, out-of-state, first-time students, full-time students, USC totals, university national norms, males, and females. Thirteen areas of information from the questionnaire are examined: age, racial background, average grade in high school, academic rank in high school, highest degree planned anywhere, reasons for going to college, probable major, current religious preference, political orientation, students' predictions of their future, residence planned during fall term, estimated parental income, and number of other colleges applied to for admission. A composite profile of USC entering freshmen and a report of how they compared to national freshmen in the fall 1978 term are included. (Author/SF)

ED 180 319 HE 012 046

James, William H. And Others

A Study of Educational Opportunity Program (EOP) Students Within Health Science Career Preparation Programs.

Washington Univ., Seattle. Educational Assessment Center.
Report No.-EAC-R-80-8
Pub Date-Oct 79
Note-119p.
Available from-Educational Assessment Center, University of Washington, 1400 Campus Parkway, PB-30, Seattle, WA 98195
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Access to Education, Admission (School), Black Students, *Career Education, Dropout Rate, *Equal Education, *Health Occupations Education, Higher Education, Medical Education, Medical Schools, *Minority Groups, Questionnaires, State Universities, *Student Characteristics
Identifiers-*University of Washington

Participation of minority students within health science career preparation programs is investigated in this study from the University of Washington. The history of minority admissions to medical and nursing schools throughout the country is reviewed. Health sciences programs for minorities at the university are discussed and the impact of the Preprofessional Program for Minority Students is assessed. Special biology, physics, and mathematics courses for Equal Opportunity Program students are described. An overview of each health science program at the University of Washington is included for the Schools of Medicine, Pharmacy, Dentistry, and Nursing, the Clinical Dietetics Program, Prosthetics and Orthodontics Program, and the Physical Therapy Program. Among the variables investigated by a survey of University of Washington minority students interested in the health sciences were: enrollment status, courses taken and grades received; work and volunteer experiences; sources of health science interest; grade point averages; and for those no longer enrolled, reasons for leaving the University. Survey results indicate a high attrition rate, 63 percent, for minority students in the health science field. Many factors were found to contribute to students' decisions to drop out including both academic and personal reasons. Along with statistical summaries of these data, the report includes suggestions for further research and a copy of the survey instrument. (Author/SF)

ED 180 320 HE 012 047

A Report to the President of the University of Missouri from the Committee on Expanded Health Professions Education.

Missouri Univ., Columbia.
Pub Date-Jun 79
Note-182p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Committees, Curriculum Development, *Delivery Systems, Demand Occupations, Demography, Dentists, Education Work Relationship, Health Needs, *Health Occupations Education, *Health Personnel, *Health Services, Higher Education, Intervention, Manpower Needs, Minority Groups, Nurses, Paramedical Occupations, Pharmacists, Physicians, Racial Factors, Student Recruitment
Identifiers-*Medically Underserved Areas, Position Papers, *University of Missouri Columbia

A summary of the findings of the Committee on Expanded Health Professions Education and recommendations from that committee to the president of the University of Missouri are presented. Eight recommendations are listed, including: (1) that there should be initiated and maintained a program to provide factual information on the availability of health care services, (2) that there be a greatly improved and increased effort to identify and recruit minority and rural students, and (3) that educators of the University of Missouri pay more attention to the concept of the integrated team approach to health care. An introductory chapter focuses on the aspects of geographic distribution and specialization, rural areas, urban poverty areas, race, and the elderly in relation to health care delivery. The supply of health care professions is summarized including past, present, and future trends. Health manpower distribution and needs assessment data are considered. Intervention approaches in response to the maldistribution of the health professionals, including financial incentives, facility construction, and career placement assistance, are summarized. A final chapter covers the role of area health education centers in improving the distribution of health care providers and in improving the quality of health services. (PHR)

ED 180 321 HE 012 048

Total Revenue and Expenses for Provincially Assisted Universities of Ontario for the Fiscal Year Ended April 30, 1979. Volume II Affiliated and Federated Colleges and Universities.

Council of Ontario Universities, Toronto.
Pub Date-Nov 79
Note-137p.; For related document see HE 012 049; Prepared in cooperation with the Committee of Finance Offices
Available from-Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annual Reports, Budgets, Church Related Colleges, Cluster Colleges, Colleges, Consortia, Educational Finance, Expenditures, Foreign Countries, *Higher Education, *Income, *Operating Expenses, *Resource Allocations, School Funds, *State Aid, Statistical Data, Tables (Data), Universities
Identifiers-Canada, *Ontario

Volume two of the two-volume annual report of the total revenue and expenses of provincially assisted universities of Ontario for the fiscal year ending April 30, 1979 is presented. Focus of this volume is on reports from the 22 institutions that are affiliated or federated with the province's 15 universities. Six tables are used to present the summary information, in areas such as the total actual revenue and expense by type of fund, the percentages of operating revenue by source and by institution, and the actual operating expenses by object of expense and functional area. Each of the affiliated or federated institutions is considered separately in the second section, including data on the total actual revenue and expense by type of current fund and excess of revenue over expenses before and after appropriations, total revenue by source of revenue and type of fund, total expenses by type of fund and object of expense, and actual operating expenses by object of expense and functional area. (PHR)

ED 180 322 HE 012 049

Total Revenue and Expenses for Provincially Assisted Universities of Ontario for the Fiscal Year Ended April 30, 1979. Volume I Universities.

Council of Ontario Universities, Toronto.

Pub Date-Nov 79

Note-170p.; For related document see HE 012 048 ; Prepared in cooperation with the Committee of Finance Offices

Available from-Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annual Reports, Definitions, Educational Finance, Educational Trends, Expenditures, Foreign Countries, Higher Education, *Income, Institutions, *Operating Expenses, *Resource Allocations, School Funds, State Aid, State Universities, Statistical Data, Tables (Data), *Universities

Identifiers-Canada, *Ontario

Volume one of the two-volume annual report of the total revenue and expenses of provincially assisted universities of Ontario for the fiscal year ending April 30, 1979 is presented. Information provided in the two-volume document includes, in volume one, coverage of the 21 institutions which reported in 1978-1979 and, in volume two, reports from 22 provincially assisted institutions which are affiliated or federated with the province's 15 universities. After an introductory section on guidelines and definitions, summary information for all colleges and universities, on a consolidated basis, is provided in seven tables. A separate section details information for universities in six tables. Financial information for each of the 21 institutions in the volume includes data in areas such as total actual revenue and expense by type of fund and the actual operating expenses by object of expense and functional area. Trends and changes in resource allocation and revenue based on the total reported by the institutions are identified. (PHR)

Status of Planning for Postsecondary Education in Mississippi 1979.

Mississippi State Postsecondary Education Planning Board, Jackson.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-212p.
Available from-Mississippi Postsecondary Education Planning Board, Suite 101, Universities Center, 1855 Eastover Drive, Jackson, MS 39211
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Access to Education, Admission (School), Educational History, *Educational Planning, Educational Quality, Financial Support, Graduate Study, *Health Occupations Education, Institutional Characteristics, *Master Plans, Medical Education, Needs Assessment, *Postsecondary Education, Professional Education, Resource Allocations, State Aid, *Statewide Planning, Tax Support, Undergraduate Study
Identifiers-*Mississippi, Nursing Education

The status of statewide planning for postsecondary education in Mississippi is examined. Existing planning efforts and results for public universities, public junior colleges, private junior and senior colleges, and proprietary schools are described. Information was obtained primarily from published reports of the institutions, letters, questionnaires, and public documents. In Chapter I the development of Mississippi postsecondary education is reviewed including a brief history of the planning process and state higher education statistics. The needs and resources of higher education are examined in Chapter II. Enrollment rate and popular areas of study are discussed. Financing of Mississippi postsecondary education is discussed in Chapter III focusing on formulas for fund allocation. Chapter IV presents a discussion of the role of state planners and the scope of statewide education establishments. Information is also provided concerning the role and goals of individual institutions. In Chapter V accessibility to education is examined through a discussion of geographic factors, branch campuses, off-campus centers, information centers, educational television, regionalization, and financial aid. Admissions requirements, programs and degrees, and graduate programs for each Mississippi institution are discussed in Chapter VI. The status of health education is examined in Chapter VII including medical schools, postgraduate medical education, dental education, nursing education, and health-related professions. (SF)

ED 180 324 HE 012 052

Ahrens, Stephen W.

An Interinstitutional Analysis of Faculty Teaching Load.

Pub Date- 78

Note-20p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Faculty, Comparative Analysis, Competition, *Faculty Workload, Higher Education, Institutional Research, School Size, Student Teacher Ratio, Teacher Salaries, *Teaching Load, Universities

A two-year interinstitutional study among 15 cooperating universities was conducted to determine whether significant differences exist in teaching loads among the selected universities as measured by student credit hours produced by full-time equivalent faculty. The statistical model was a multivariate analysis of variance with fixed effects and utilizing a factorial arrangement of treatments, with pre-planned orthogonal contrasts incorporated. The results indicated that the main effects of institution and division were each highly significant at the .0001 level, as were the multivariate interaction and the year effect. The orthogonal contrasts were based on the division by institution interaction; however, some partial confounding was present due to missing cells. Differences in teaching load were concluded to follow from one or more of the following factors: size of institution, competitiveness of surrounding institutions, overall student/faculty ratio, faculty salaries, yearly changes, and other miscellaneous factors. (Author/PHR)

ED 180 325 HE 012 053

The Costs of Health Professions Education. Regional Spotlight, Vol. XIII, No. 1, Fall, 1979.

Southern Regional Education Board, Atlanta, Ga.
Pub Date-79
Note-13p.
Available from-Southern Regional Education Board, 130 Sixth Avenue, N.W., Atlanta, GA 30313
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Budgets, *Costs, *Economic Factors, Federal Aid, Government School Relationship, *Health Occupations Education, Health Services, Higher Education, Manpower Needs, Medical Education, Medical Schools, *Professional Education, Research, Student Teacher Ratio, Teacher Salaries, Trend Analysis, Tuition, Universities
Identifiers-*Allied Health Occupations Education, *Cost Containment

Causes for interest, problems in understanding, cost figures, future problems, and recommendations concerning the cost of health professions education are explored in this excerpt from a presentation on cost issues to the Southern Regional Education Board. Among causes cited for interest in the cost of educating health professionals are concern for the cost of health care in general and the size of the budget (an estimated $7.8 billion in 1976-1977). Difficulty in understanding the costs of health professions education lies, in part, in the complexity of teaching, research, and services covered. Cost figures show that in general the greater the research focus of a school, the higher its cost, that faculty and related support personnel account for at least 70 percent of the total cost figure, and that the lower student/faculty ratio and higher salaries are largely responsible for the greater faculty cost. Five reasons to expect even higher costs in the future, such as a decline in federal research and manpower training funds, are considered. Three recommendations, including removing the mystique from medical education, are offered. Excerpts from the remarks of eight other speakers are also included. (PHR)

ED 180 326 HE 012 054

Eble, Kenneth E.
The Art of Administration.
Pub Date-79
Note-160p.
Available from-Jossey-Bass Inc., Publishers, P.O. Box 62425, San Francisco, CA 94162 ($10.95)
Pub Type- Books (010) - Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-*Administrative Personnel, *Administrator Attitudes, Administrator Guides, Administrator Role, *College Administration, *College Deans, Department Directors (School), Faculty College Relationship, Higher Education, Interpersonal Relationship, *Leadership Qualities, *Teacher Administrator Relationship
Identifiers-Department Heads

Requirements for effective academic administration are considered. The focus is upon how administrators deal with their day-to-day tasks of working with faculty members and students. Administrative skills, attitudes, and qualities that can make the difference between an effective educational environment and one that is demoralized and adrift are discussed. Suggestions are made concerning using time efficiently, communicating with faculty, ways to increase job satisfaction, methods of getting the most from other people, and how to exercise authority diplomatically. The ways administrators can develop their leadership qualities, make sound faculty appointments, arrive at wise and timely decisions, and delegate authority with confidence are considered. A sense of how the ideas of leadership and service can be combined in academic administration and the way that administrators can contribute to the overall institutional goals of teaching, research, and public service are addressed. The book is directed toward all administrators who work with faculty particularly department heads, chairpersons, deans, and divisional administrators and to faculty members who are curious about administrative duties or considering an administrative position. (SW)

ED 180 327 HE 012 057

Linney, Thomas

Interstate Migration of College Students. AAHE-ERIC/Higher Education Research Currents, December 1979.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 79

Note-5p.

Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($.40)

Pub Type- Collected Works - Serials (022) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Access to Education, College Attendance, *College Choice, College Cooperation, Federal Aid, Geographic Distribution, Higher Education, *Migration Patterns, Regional Cooperation, *Residence Requirements, State Aid, State Colleges, Student Characteristics, *Student Financial Aid, Tuition

Identifiers-Information Analysis Products, *In State Students, *Out of State Students

The current trends in college student migration and implications for higher education are discussed. Declining trends in interstate migration are rapidly limiting institutional diversity by increasing the homogeneity of student bodies. Diversity of experience and education has been noted as fostering and strengthening individual, institutional, and societal goals for higher education. Some data on migration trends are presented. A student eligible for state aid is probably less likely to attend an out-of-state institution unless the available aid is probable. Unlike most federal programs, only seven states and the District of Columbia presently allow the use of state student aid program funds to be portable. Until more portability exists in state student aid programs, the present trend toward home-state attendance will continue.

Issues that support existing trends in migration are: (1) tuition and fees for out-of-state residents continue to rise at rates faster than those for state residents; (2) state student financial aid programs continue to expand, supported with federal matching funds, though these still tend to be limited to state residents; and (3) federal programs support access and choice while state programs provide access for state residents with less concern for opportunities beyond state borders. Reciprocal tuition agreements between states, student exchange programs coordinated by regional state compacts, and applications of marketing approaches to student recruitment are examples of interstate policies concerning migration. (SW)

ED 180 328 HE 012 058

Eldred, Marilou Denbo Marienau, Catherine

Adult Baccalaureate Programs. AAHE-ERIC/Higher Education Research Report No. 9.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-73p.; Appendix may not reproduce well due to small print
Available from-Publications Office, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($4.00)
Pub Type- Information Analyses (070) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Access to Education, *Adult Students, *Bachelors Degrees, *College Curriculum, *College Students, Educational Demand, Educational Objectives, Educational Supply, Enrollment Trends, Financial Support, Higher Education, Student Evaluation, Student Needs, Surveys, Tuition
Identifiers-Information Analysis Products

A survey was conducted of 137 higher education institutions that have developed adult baccalaureate programs. Four major issues related to degree offerings for adults were examined: clientele, access to degree programs, institutional contexts of adult degree programs, and academic components of adult programs. A description of the clientele served by adult programs is presented from the perspective of student perceptions of their program status and the institution's view of adult students. The issue of access is discussed from two perspectives: barriers that impede adults' access to degrees, and accommodations that are being made for adult students. The institutional context of adult degree programs is discussed with regard to the growth of adult programs, their availability in various types of institutions across the nation, and their involvement in interinstitutional arrangements. The status of adult degree programs in relation to their host institutions is examined with regard to program name distinctions, enrollment size, funding base, and tuition costs. The academic components of degree programs include goals of the curriculum, curricular design, faculty instructional roles, types of learning, and evaluation of learning. It is concluded that adult baccalaureate degree programs need to be granted status equal to that of more traditional programs; adults are still barred from equal access to higher education opportunities, or at least their options are limited to a greater extent than is desirable. A bibliography and a listing of adult baccalaureate programs by state are included. (SW)

ED 180 329 HE 012 059

Bell, David P.

A National Study of Upper-Level Institutions: Some Initial Observations.

Pub Date-Oct 79
Note-11p.; Paper presented at the Southern Association of Institutional Research Conference (Orlando, FL, October 25, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Commuting Students, Educational Economics, Educational History, *Educational Innovation, Enrollment Rate, Graduate Study, *Higher Education, *Institutional Characteristics, Part Time Students, State Universities, Undergraduate Study, *Upper Division Colleges
Identifiers-University of Houston TX

Upper-level institutions of higher education, offering course work at only the junior, senior, and in some cases postgraduate level, are discussed. Two upper-level institutions that are part of the University of Houston system are cited as examples: The University of Houston at Clear Lake City and the University of Houston Victoria Campus. In the past 15 years approximately 25 upper-level institutions with a combined enrollment of some 75,000 students have been created. It is suggested that the emergence of these institutions is an attempt to modify and restructure the traditional American four-year baccalaureate program. Survey results indicate that students attending upper-level institutions are primarily older, part-time students who commute to class and appear to be relatively goal-oriented. Partially because they are new, upper-level institutions are small and are experiencing enrollment shortfalls similar to other higher education institutions. Two periods of growth are noted in the history of these institutions. The first began in the late 1960's when educational innovation became popular. However recent years have seen a return to traditional forms of instruction and degree requirements at upper-level institutions. Expansion of these institutions to providing freshman and sophomore curricula as well as postgraduate degrees is also discussed. It is suggested that through expansion of programmatic offerings the upper-level institutions may hope to alleviate the problem of small enrollments and become more like traditional universities. (SF)

Enrollment in Higher Education Institutions in the State of Montana: Fall 1979.

Montana Univ. System, Helena. Office of the Commissioner of Higher Education.
Pub Date-15 Dec 79
Note-58p.
Available from-Office of the Commissioner of Higher Education, 33 South Last Chance Gulch, Helena, MT 59601
Pub Type- Numerical/Quantitative Data (110) - Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Students, Community Colleges, Comparative Statistics, *Enrollment Rate, Females, *Higher Education, Institutional Characteristics, Males, Minority Groups, Part Time Students, Private Colleges, *State Surveys, State Universities, Student Characteristics, Transfer Students
Identifiers-In State Students, *Montana, Out of State Students

Enrollment information collected by the Commissioner of Higher Education from each college and university in Montana for fall 1979 is summarized in this report. It is noted that enrollments in degree credit institutions for 1979 increased by 122 from the previous year. Total fall 1979 enrollment is 30,898 students with 83 percent of the students attending campuses of the Montana University System. Ten percent attend private colleges and 7 percent enrolled in community colleges. Montana State University accounts for the largest percentage of students in the Montana University system. Tabulated information is provided on comparative institutional enrollments; distribution within the state system by class, level, and by sex; transfer students; first-time students; full- and part-time students; minority student enrollment; and student credit hour load. Appended is the Consolidated Enrollment Report for Montana University System, private colleges, and community colleges with detailed statistics for the fall 1979. (SF)

ED 180 331 HE 012 061

Resources for Change: A Guide to Projects 1979-80. The Fund for the Improvement of Postsecondary Education.

Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-79
Note-143p.
Available from-Fund for the Improvement of Postsecondary Education, 400 Maryland Avenue, NW, Washington, DC 20202
Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Access to Education, *Change Strategies, College Choice, College Curriculum, Colleges, College Students, *Educational Improvement, Educational Research, *Federal Aid, Federal Programs, Financial Support, Government School Relationship, *Grants, Higher Education, Minority Groups, Nontraditional Students, *Postsecondary Education, Projects, Universities
Identifiers-*Fund for Improvement of Postsecondary Education

A total of 180 projects supported by the Fund for the Improvement of Postsecondary Education under its 1979-80 Comprehensive Program are described. The Comprehensive Program is viewed as the core of the Fund's activities providing improved access and quality in postsecondary education by addressing a broad range of educational needs. Project descriptions are listed alphabetically and by problem area. Eight problem areas comprise the Comprehensive Program: (1) extending educational opportunity; (2) meeting individual needs; (3) improving programs, personnel and instruction; (4) creating and applying more meaningful criteria for the award of postsecondary credentials; (5) reducing costs; (6) helping people make better choices about higher education; (7) making better use of educational resources; and (8) preserving institutional vitality in the face of growing rigidity and regulation. The projects are further broken down into the following categories: improvement approach, curricular content, institutional type, population served, and region. The project descriptions are brief and include the name of the project director and the project address. In addition to the Comprehensive Program the Fund conducted three special competitions: Special Focus: Adapting Improvements: Better Strategies for Educating Adults; National Project IV: Examining the Varieties of Liberal Education; and the HEW/DOL Program: Unemployed Youth: A Postsecondary Response. Brief descriptions and introductory material on each of these programs is also included. (Author/SF)

ED 180 332 HE 012 062

Climbing the Academic Ladder: Doctoral Women Scientists in Academe.

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.
Pub Date-79
Note-176p.
Available from-Office of Publications, National Academy of Sciences, 2101 Constitution Avenue, NW, Washington, DC 20418 ($8.00)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Affirmative Action, *Career Ladders, *College Faculty, *Doctoral Degrees, Equal Opportunities (Jobs), Federal Programs, *Females, Higher Education, Males, Occupational Mobility, Personnel Policy, Post Doctoral Education, Promotion (Occupational), Salaries, *Scientists, Sex Differences, *Sex Discrimination, Tenure, Trend Analysis

The status of women scientists in academic institutions is examined as well as women's current situation in postdoctoral training and their role on national science advisory boards. Obstacles that women must overcome to become professional scientists are discussed in Chapter I, focusing on cultural and structural factors. Characteristics, educational patterns, and supply of women doctorates in the sciences are examined in Chapter II. Men and women were found to be similar in quality, length of time spent to earn a degree, and in proportions that are trained at highly rated institutions. Chapter III examines sex differences in postdoctoral training patterns. Recent developments in the academic employment of men and women scientists are discussed in Chapter IV. Changes in numbers, rank, tenure, and salary are investigated. It is noted that the increase in women Ph.D.'s that began in the 1960's has been followed by an increase in their presence among science faculties. Participation of women in three major groups within the national science advisory system is reviewed in Chapter V. Figures from the National Academy of Sciences, the National Academy of Engineers, and the Institute of Medicine indicate an increase in the rate of election of women. An overview of the current prospects of women scientists in academe is presented in Chapter VI as well as recommendations for improving these prospects. It is suggested that the status of women Ph.D.'s in academic science has improved, but that further gains are necessary to ensure equal opportunities. (SF)

ED 180 333 HE 012 063

Moore, R. Keith, Comp.

How to Make Big Improvements in the Small PR Shop. Samples of Policy Statements, Guidelines, and Forms Collected from Educational Institutions with Small Public Relations Staffs.

Council for Advancement and Support of Education, Washington, D.C.

Pub Date-79

Note-47p.

Available from-Council for Advancement and Support of Education, One Dupont Circle, Washington, D.C.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Personnel, Administrative Policy, College Administration, *Guidelines, Higher Education, Objectives, Occupational Information, Organization Size (Groups), *Publicize, *Public Relations, Rating Scales, *Records (Forms), *School Community Relationship, *Small Colleges, Staff Utilization

Identifiers-Job Descriptions, *Position Papers

Sample policy statements, guidelines, and forms collected from 16 educational institutions with small public relations staffs are presented as a guide to campus relations personnel. The importance of written policies for small public relations staffs is emphasized, and it is proposed that there be a written job description for the public relations director. In addition to duties that the institution can economically afford for the director to undertake, there should also be a list of long-range and short-range public relations objectives and a published policy for centralized control of the media contacts. Sample policy guidelines for handling publications, crises, and media relations are provided. In addition to sample job descriptions and public relations objectives from several institutions, samples are presented of 10 forms that may be used for such routine jobs as gathering student information for hometown releases, compiling faculty biographical materials, and requesting photographic services. (SW)

ED 180 334 HE 012 065

Orlans, Harold And Others

GI Course Approvals.

National Academy of Public Administration, Washington, D.C.

Spons Agency-Veterans Administration, Washington, D.C.

Pub Date-Aug 79

Note-624p.

Pub Type- Reports - Evaluative (142) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF03/PC25 Plus Postage.

Descriptors-*Academic Standards, Access to Education, *Accreditation (Institutions), Colleges, Eligibility, Federal Aid, *Federal Legislation, Flight Training, *Higher Education, Job Training, Laws, Military Service, State Agencies, Student Financial Aid, Universities, Veterans, *Veterans Education, Vocational Education

Identifiers-*Servicemens Readjustment Act of 1944

The process by which institutions and courses are approved for veterans educational benefits is examined in this study mandated by Public Law 95-202. The legislative background of the investigation is described as well as the history of the Servicemen's Readjustment Act of 1944, the Korean Bill of 1952, and P.L. 94-502 of 1976. A summary guide to the existing approval process is presented and the roles of VA headquarters and regional offices are discussed. Problems encountered while striving to control the misuse or abuse of benefits by veterans and institutions are a major focus of the study. The operations of the state approval agencies are detailed. State departments of education were most often designated as the approval agencies for veterans education and by 1978 a total of 80 agencies were responsible for approving all kinds of programs. Other areas that are investigated include: the role of accreditation, approving out-of-state colleges, flight school approvals, and job training programs. The approval systems of the United States Office of Education and the Social Security Administration are also examined. Recent major developments in higher education that Vietnam-era veterans and the VA have encountered are also discussed, focusing on factors that have contributed to a decline in academic standards. Veterans education is also examined from the schools' point of view. Appended are Sections 1775-1779, Title 38, U.S. Code, December 1976, Veterans Benefits; and related litigation. (SF)

ED 180 335 HE 012 066

Dick, Lorne

Changing Roles and Selection Procedures for College President.

Pub Date-Nov 77
Note-24p.
Pub Type- Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Qualifications, *Administrator Role, *Administrator Selection, *College Administration, Committees, *Educational History, Higher Education, *Presidents, Trend Analysis
Identifiers-*College Presidents, Selection Committees

The changing role and selection procedures for college presidents in the United States, and the changing character of education generally, are traced historically. The information may also serve as a current guide for selection committee members. The discussion considers the traditional role of the college president and its evolution, forces for change, current selection procedures, establishing the qualifications for the college president, and finding the person. Forces for change included the secularization of education, democracy and egalitarianism, and the growth of professionalism. In considering appointment to the selection committee, extra-institutional influence, and the roles of the retiring president, the faculty, and students may be considered. Qualifications for the position which should be assessed include academic background, experience, personality, and special institutional needs. The selection process includes obtaining the names of candidates, the process of elimination, interviewing the top contenders, and making the right choice. (SW)

ED 180 336 HE 012 067

Hopkins, Gary W.

The Changing International Scene: New Concerns, Expanded Services for American and Foreign Students.

Pub Date-Oct 79
Note-15p.; Speech presented to the Advisory Committee on International Education of College Entrance Examination Board (New Orleans, LA, October 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Admission Criteria, Athletes, College Admission, *College Students, Credentials, *Enrollment Trends, Evaluation Criteria, *Foreign Students, Higher Education, International Education, *Student Evaluation, *Study Abroad

New concerns of both foreign students in the United States and American students abroad are discussed. Two major concerns are admissions policies and procedures, and the evaluation of foreign credentials. There is a substantial increase in the number of foreign students studying in the United States currently. This increase in numbers has caused many institutions to deny admission to foreign students in order to maintain a given level of foreign students and also a well-diversified ethnic population within those numbers. Large numbers of students coming to the United States have other than traditional academic credentials (i.e., teacher education and vocational/commercial/technical credentials). Confusion exists concerning what criteria should be used to evaluate credentials of foreign students. The need for established policies for reviewing credentials of foreign athletes is noted. Generally speaking, there are about one-third the number of U.S. students studying abroad than there are foreign students studying in the United States. Reasons for the difference include the lack of motivated foreign language training in the United States and the devaluation of the dollar and its allied effects on living abroad. Additional issues concern an attempt in New York State to make testing agencies accountable and investigations by federal agencies of coaching schools. There is a need for specialists trained to handle the complex aspects of international education. (SW)

Slayton, Phillip, Ed. Trebilcock, Michael J., Ed.

The Professions and Public Policy.

Pub Date-78

Note-346p.

Available from-University of Toronto Press, 33 East Tupper St., Buffalo, NY 14203 ($15.00)

Pub Type- Books (010) - Opinion Papers (120) - Collected Works - General (020)

Document Not Available from EDRS.

Descriptors-Collective Bargaining, Competence, Competition, *Education Work Relationship, Futures (of Society), Higher Education, Labor Supply, Paraprofessional Personnel, Professional Development, *Professional Occupations, *Professional Personnel, *Professional Recognition, Public Opinion, *Public Policy, Self Determination

Identifiers-University of Toronto (Canada)

The professions in American society are examined in this collection of 24 papers given at a conference sponsored by the Law and Economics program of the University of Toronto's Faculty of Law. An attempt is made to define and focus on the issues that fail to be considered in any re-evaluation of public policies towards the professions. The essays examine: regulatory philosophies such as competition policy and self-regulation; who qualifies for self-regulation and the objectives of professional education; supply and access; paraprofessionals; employed professionals and their income and power of bargaining; and regulating continuing competence. An introduction by Michael J. Trebilcock defines the need for examining the role of professionals. The final chapter by Ivan Illich concludes that the present time will be remembered as The Age of Schooling, when people for one-third of their lives were trained to accumulate needs on prescription and for the other two-thirds were clients of prestigious pushers who managed their habits.'' It is suggested that professional dominance be channeled to provide for the actual needs of society. (LC)

ED 180 338 HE 012 071

Staskey, Paul J., Ed.

Issues for the Eighties. Association for Institutional Research Annual Forum Proceedings No. 2. Nineteenth Annual Forum. (San Diego, California, May 13-17, 1979).

Association for Institutional Research.
Pub Date-May 79
Note-141p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*College Planning, Conference Reports, *Educational Change, *Educational Trends, *Futures (of Society), *Higher Education, *Institutional Research, Seminars, Workshops
Identifiers-*Association for Institutional Research

Proceedings of the nineteenth annual AIR (Association for Institutional Research) forum on issues for the 1980's are provided. The proceedings contain 71 abstracts or descriptions of the contributed papers, seminars, panels, special interest groups, and workshops presented during the four-day event. The following four major addresses are included either in their entirety or in summarized form: the keynote address, Issues for the Eighties'' by Harold L. Hodgkinson, focusing on such topics as planning, demographic projections, marketing, and performance audits; the forum address, Education in the Eighties'' by Stephen J. Wright, in which areas such as inflation, post-1970 disenchantment with higher education, and the policy of the federal government are discussed; the presidential address by Robert A. Wallhaus on institutional research in the eighties; and the luncheon address of Paul Saltman, Academe 1984,'' which considers changes in the near future in higher education. Summaries of a demonstration of computer technology and a panel discussion on the role of AIR in the 1980's are provided. A brief description of the Sidney Suslow Outstanding Forum Paper Award and a list of current and past recipients also appears. The minutes of the annual business meeting and a listing of the names and addresses of forum registrants are also included. (Author/PHR)

ED 180 339 HE 012 072

Atelsek, Frank J. Gomberg, Irene L.

Shared Use of Scientific Equipment at Colleges and Universities, Fall 1978. Higher Education Panel Report, Number 44, November 1979.

American Council on Education, Washington, D.C.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date-Nov 79

Contract-SRS-78-16385

Note-41p.

Available from-Higher Education Panel, American Council on Education, One Dupont Circle, Washington, DC 20036

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Cooperation, *Cooperative Programs, *Equipment Utilization, Higher Education, Medical Schools, National Surveys, Private Colleges, Questionnaires, *Scientific Research, *Shared Facilities, Shared Services, State Colleges, *Use Studies

Identifiers-American Council on Education

A survey was conducted to gather information about the kinds of formal and informal procedures colleges and universities follow to facilitate sharing of scientific equipment. The survey data represent weighted national estimates for 676 institutions, including all public and private universities, all medical colleges, and all four-year colleges with full-time equivalent enrollments of 2,000 or more students. The institutions that were surveyed were members of the Higher Education Panel of the American Council on Education. It was found that more than one-fourth of these institutions have established systems specifically designed to facilitate equipment sharing, and an additional 18 percent were planning to do so in the near future. The value of equipment in sharing systems was approximately 10 percent of that in property-accounting systems. Three-fifths of the sharing systems have been in operation for two years or more, and in nearly two-fifths of the sharing systems, the total value of the scientific equipment inventory in each system was at least $5 million. Most of the sharing systems were computer based and administered centrally at the institutions. One-fourth of all institutions have informal sharing arrangements that are used extensively on their campuses. Survey respondents described formal sharing techniques other than those asked about in the survey questions. A sample questionnaire is included. (SW)

ED 180 340 HE 012 073

Patterson, Lewis D., Ed. Ackley, H. Clayton, Ed.

Costing Collegiate Cooperation. A Report on the Costs and Benefits of Interinstitutional Programs with Consortium Case Studies and Guidelines.

Council for Interinstitutional Leadership, University, Ala.
Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-Oct 79
Note-36p.; For related document see HE 012 074.
Available from-Council for Institutional Leadership, P.O. Box 6293, University, AL 35486
Pub Type- Reports - Evaluative (142) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Organization, Affiliated Schools, *College Cooperation, *Consortia, Cooperative Planning, *Cooperative Programs, Coordination, *Cost Effectiveness, Educational Economics, *Higher Education, Library Cooperation, Resource Allocations, Retrenchment, *Shared Services

Voluntary interinstitutional cooperation is examined as a method of overcoming the financial constraints of retrenchment. Findings from 37 case studies on the costs and benefits of various cooperative programs are summarized. The programs reflect both the complexity and variety of interreliance that has evolved among American institutions. It is shown that voluntary interinstitutional cooperation, in addition to other advantages, is and can be cost effective. The programs are divided into six categories: cross-registration, library and media cooperation, cooperative student services, group purchasing, cooperative nontraditional programs, and cooperative academic programs. Cross-registration programs were found to enlarge educational options at little or no extra cost. Library and media cooperation programs were developed out of economic necessity and involve over 90,000 libraries in the U.S. today. Cooperative student services programs provide the needed range and quality of services and at the same time reduce expenditures. These programs include cooperative admissions, career planning, and placement services. Group purchasing, undertaken by a few college consortia, has also proven to be a cost effective measure. The discussions of cooperative nontraditional and academic programs include descriptions of distance learning systems, off-campus programs, shared facilities, and joint academic departments. A list of consortia and their participating institutions is included. (SF)

Patterson, Lewis D.

Costing Collegiate Cooperation. A Report on the Costs and Benefits of Interinstitutional Programs with Consortium Case Studies and Guidelines.

Council for Interinstitutional Leadership, University, Ala.
Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-Oct 79
Note-449p.; For related document see HE 012 073
Available from-Council for Interinstitutional Leadership, P.O. Box 6293, University, AL 35486
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-Case Studies, Church Related Colleges, *Consortia, *Cooperative Programs, *Cost Effectiveness, Efficiency, Guidelines, *Higher Education, *Interinstitutional Cooperation, Operations Research, Private Colleges, Program Evaluation, Purchasing, School Registration, *Shared Services, State Universities, Student Personnel Services

Results of a two-year study of the cost effectiveness of cooperative programs operated by voluntary consortia of colleges and universities are reported. The findings are demonstrated in such a way that the potential benefits of such programs can be more widely understood. Six consortia were studied, including a consortium of three Catholic liberal arts colleges, a consortium of one private liberal arts college and two state universities located in two states, and a nine-institution consortium of eminent theological schools, among others. Separate chapters consider: (1) cross registration programs; (2) library and media cooperation; (3) student services, such as financial aid programs and career planning and placement services; (4) group purchasing; (5) cooperative nontraditional higher education organizational structures and distance learning systems, and (6) cooperative academic programs. A summary chapter identifies common areas of cost benefit, such as diversity, access, financial advancement, and efficiency. Appended are papers on the methodology of analyzing the cost of interinstitutional cooperation. (PHR) and

Faculty Manual. East Carolina University, 1978-79.
East Carolina Univ., Greenville, N.C.
Pub Date-79
Note-228p
Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Administrative Organization, Administrative Policy, *College Faculty, College Governing Councils, Facilities, *Faculty College Relationship, *Faculty Handbooks, *Governance, Higher Education, Institutional Characteristics, Instructional Staff, *Personnel Policy, Retirement, Staff Orientation, Teacher Role, Tenure
Identifiers-Constitutions (Documents), *East Carolina University NC

Prepared for faculty members, this manual describes established policies and procedures at East Carolina University. Part I lists the purpose and objectives of East Carolina University. Part II contains an analysis of university structure. It includes a discussion of the policy-making process, lines of authority and responsibility, responsibilities of key officers, and information about university meetings. In Part II academic matters are discussed including: academic policies and procedures, instruction, instructional facilities, and student evaluation. University personnel policies are the subject of Part IV and include discussions of: rank, promotion, tenure, retirement, salary policies, welfare and benefits, and institutional services available to faculty members. In Part V student personnel programs are described including admissions, academic and nonacademic services, and student discipline. Appended are twelve official school documents including the university constitution, charter, policies and regulations, as well as university codes. (SF)

ED 180 343 HE 012 076

St. John, Edward P.

Academic Discipline of Instruction/Research Employees in Missouri State-Supported Higher Education Institutions, 1978-79. Research and Planning Series Report 79-7.

Missouri State Dept. of Higher Education, Jefferson City.

Pub Date-Oct 79

Note-47p.; Appended data may not reproduce well

Available from-Missouri Department of Higher Education, 600 Monroe, Jefferson City, MO 65101

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Personnel, *College Faculty, Comparative Statistics, Departments, Educational Planning, *Full Time Faculty, Higher Education, *Intellectual Disciplines, Junior Colleges, *Part Time Teachers, Researchers, Staff Utilization, State Colleges, State Surveys, Statewide Planning, *Tenure

Identifiers-*Missouri

The status of instruction/research employees in Missouri state-supported higher education institutions during 1978-79 was examined by HEGIS discipline divisions. The employees' status was examined with respect to numbers of full-time and part-time employees, percentage part-time, and percentage with tenure. The implications of this information for institutional and statewide policy were also considered. Information is provided on full-time and part-time employees for the University of Missouri, state four-year institutions, and state two-year institutions. It was found that institutional practices vary with respect to the use of part-time instructional faculty and the granting of tenure to full-time instructional faculty. Some discipline divisions were found to have large numbers and/or percentages of full-time faculty with tenure. This situation may be a sign of oversupply of faculty. The use of part-time instructional faculty was more extensive in professional fields and in the two-year institutions. It is suggested that there may possibly be an excessive use of part-time faculty in some discipline areas. (SW)

ED 180 344 HE 012 077

A Discussion of Issues and Guides for Conducting Postsecondary Educational Planning in Alaska.

Alaska State Commission on Postsecondary Education, Juneau.

Pub Date- 79

Note-136p.

Available from-Alaska Commission on Postsecondary Education, Pouch F, Juneau, AK 99811

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Academic Standards, Articulation (Program), College Curriculum, *College Planning, Community Colleges, Curriculum Evaluation, *Educational Assessment, Educational Coordination, Educational Facilities, Educational Finance, Equal Education, *Facility Utilization Research, Financial Support, *Higher Education, Information Systems, *Master Plans, Postsecondary Education, Resource Allocations, Shared Services, State Aid, State Standards, *Statewide Planning, Student Financial Aid

Identifiers-*Alaska

Issues related to the compilation of a comprehensive statewide plan for postsecondary education in Alaska are addressed. The following areas are examined: planning, coordination, and evaluation; academic program planning and review; student entrance and passage through the Alaska system of postsecondary education; financial support, allocation, and efficiency; facilities planning; and proposed statewide procedure in preparing the Alaska Masterplan for Postsecondary Education. Among the considerations under planning, coordination and evaluation are data collection and management, computerized data and information systems, accountability, external review, and the role of the Alaska Commission of Postsecondary Education. Academic program planning and review considerations include the systems concept, program delivery, program review, review indicators, manpower requirements and projections, maintenance of quality, and consumer protection and disclosure requirements. Additional areas include: equal opportunity, state student financial aid, resource allocation methods, public and private sharing of facilities, and facilities utilization. Appendices include: academic review procedures and criteria; recommendations regarding institutional authorization for consumer protection; a proposal for an educational information network in Alaska; proposed community college funding formula; and facilities inventory and utilization standards and measures. (SW)

ED 180 345 HE 012 078

Miller, Lorna M., Ed.
Title I, Higher Education Act Program Abstracts.
Wisconsin Univ., Madison, Univ. Extension.
Pub Date-79
Note-510p.
Pub Type- Reports - Descriptive (141) - Reference Materials - Bibliographies (131)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-Abstracts, Business, Citizen Participation, *Community Development, Community Health, Conservation (Environment), Consumer Protection, Cultural Enrichment, *Economic Progress, Educational Counseling, Employment, Energy Conservation, Family (Sociological Unit), Federal Aid, Females, Government Employees, Handicapped, Higher Education, Housing, *Human Resources, Land Use, Legal Responsibility, Minority Groups, *Natural Resources, Neighborhood Improvement, Professional Training, Program Descriptions, Regional Planning, *Research Projects, Rural Environment, Transportation, Urban Environment, Vocational Counseling
Identifiers-*Higher Education Act Title I

The 1979 edition of the Title I, Higher Education Act Program Abstracts is presented. Directed toward state Title I, HEA administrators, the program abstracts are made available in order to

encourage nationwide program replication of those tested and evaluated programs that have been conducted with Title I support by institutions of higher education throughout the U.S. The volume is also designed to develop linkages between faculty of institutions of higher education who have expertise in the subject areas represented by these abstracts and the staff and leaders of public and private agencies who are looking for innovative program ideas. The abstracts are divided into four sections. Section I on Human Resource Development includes programs on: family; handicapped; older adults; minority issues; women; consumer issues; legal issues; career counseling; educational counseling; and human resources education. In Section II, Natural Resource Development, programs deal with: environment; land use; water; and rural, urban, regional planning. Section III on Economic Development reports programs on: business; employment; housing; and transportation. In Section IV, Community Development, the programs cover: citizen participation; government official training; neighborhood revitalization; community health; and cultural development. Each sub-topic contains several individual projects (e.g., "Family" contains reports on contemporary parenting, adolescent sexuality, and child abuse). The abstracts report project title; participants; project summary; methods; institutionalization, spin offs, and future plans; materials developed; and the project director's name and address. (LC)

ED 180 346 HE 012 079

Federal Affairs Handbook, 1979-80.

Council for Advancement and Support of Education, Washington, D.C.

Pub Date-79

Note-376p.

Available from-Council for Advancement and Support of Education, Publications Order Dept., P.O. Box 298, Alexandria, VA 22314 ($25.00)

Pub Type- Reference Materials - Directories/Catalogs (132) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Budgeting, Committees, *Directories, *Federal Aid, *Federal Government, Federal Programs, *Government School Relationship, *Higher Education, Information Services, Information Sources, Program Descriptions, *Public Officials

Identifiers-*Congress

The 1979-80 edition of the "Federal Affairs Handbook" provides information and reference materials for anyone in higher education whose work involves relations with the U.S. Government. The new handbook contains an extensive list of key congressional committees and subcommittees, their members and staffs; a directory of the principal federal officials in education plus names, addresses, and phone numbers of officials in HEW regional offices; a lengthy listing of information sources and services and how to order them; and descriptions of many federally-funded programs of interest to educators. Among other features, the handbook has an article describing the federal budget process, illustrated with charts; a map of the Capitol Hill area; a map of the National Institutes of Health campus; and a brochure on federal information centers. (SW)

ED 180 347 HE 012 080

Emplaincourt, Marilyn, Ed. Bush, Walker, Ed.
International Education. Acquainter Special Issue, October-November 1979.
Council for Interinstitutional Leadership, University, Ala.
Pub Date-Nov 79
Note-9p.
Available from-Council for Interinstitutional Leadership, P.O. Box 6293, University, AL 35486
Pub Type- Collected Works - Serials (022) - Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agency Role, *College Cooperation, *Consortia, Cooperative Programs, Educational Coordination, Higher Education, Information Sources, Interinstitutional Cooperation, *International Education, Italian, *Language Programs, Professional Associations, *Program Descriptions, *Study Abroad
Identifiers-Council for Intercultural Studies and Programs, Council for International Leadership, Council on Learning Project, International Development Cooperation Agency

After an overview of the status of international education in the United States, five program descriptions of consortia arrangements for international education programs that are carried out by member institutions of the Council for International Leadership are presented. Most include sponsorship or coordination of some type of study-abroad program and a number of consortia coordinate language instruction through cross-registration and other arrangements. The five programs that are briefly described are: New Orleans consortium modern foreign language centers; Five Colleges, Inc. teaching Italian; The College Center of the Finger Lakes Bahamian Station and Atelier; Urban Corridor consortium study-abroad programs; and the Alabama Consortium for the Development of Higher Education international program activities. In addition to a list of resources for international education, the following three resources are briefly discussed: the Council for Intercultural Studies and Programs, the new federal agency called the International Development Cooperation Agency,'' and the Council on Learning Project. (SW)

Beal, Philip E. Noel, Lee

What Works in Student Retention. A Preliminary Summary of a National Survey Conducted Jointly by The American College Testing Program and the National Center for Higher Education Management Systems.

American Coll. Testing Program, Iowa City, Iowa.; National Center for Higher Education Management Systems, Boulder, Colo.
Pub Date-79
Note-34p.
Available from-ACT National Center for Educational Conferences, P.O. Box 168, Iowa City, Iowa 52243
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Attendance, College Programs, *College Students, Dropout Characteristics, *Dropout Prevention, Higher Education, *National Surveys, *Persistence, Questionnaires, *School Holding Power
Identifiers-*Student Attrition

A preliminary summary is presented of a national survey, entitled What Works in Student Retention,'' conducted in spring 1979 by the American College Testing (ACT) Program and the National Center for Higher Education Management Systems. The purpose of the survey was to identify, analyze, and compile information about campus action programs and efforts for improving student retention in higher education. Of the 1,600 participating institutions, 879 returns were processed for this summary. Institutional data and other information not included on the questionnaire were retrieved from ACT Institutional Data Questionnaire files and matched with the survey returns. Tables are included on: retention and graduation information by type of institution; campus attrition/retention studies and analyses by type of institution; most important factors influencing student retention; negative campus characteristics by type of institution; dropout-prone characteristics by type of institution; information on campus organization for retention by type of institution; titles of retention coordinator and respondent, specific action programs by type of institution, target groups for retention strategies by type of institution; major action program categories by type of institution; success indexes of action programs by type of institution; and target groups and action programs by retention impact index and general impact index. A sample questionnaire and an outline of the contents of the final report on the survey are included. (SW)

ED 180 349 HE 012 082

Rose, Clare And Others

Distribution of Women Scientists: The Numbers Are Misleading. The Academic Employment Patterns of Women and Men Scientists Differ Across Fields and in Status.

Pub Date-17 Aug 79
Note-21p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Rank (Professional), *College Faculty, *Employment Patterns, *Engineers, Equal Opportunities (Jobs), *Females, Higher Education, Males, National Surveys, Occupational Surveys, *Psychiatrists, *Scientists, Sex Differences, Tenure
Identifiers-National Science Foundation

Academic employment patterns of women and men scientists in eight disciplines were studied. The primary data source was the National Science Foundation's (NSF) annual surveys of "Scientific and Engineering Personnel Employed at Universities and Colleges." Data were also obtained from site visits from a representative sample of nine of the total 50 leading doctorate-granting institutions included in the study. It was found that a greater percentage of women are employed in large and in prestigious institutions. Women are being employed in the top-ranked departments in the 50 leading doctorate-granting universities, a finding which implies a significant gain in status for women in academe. However, the positions that these women occupy could not be identified from the NSF data. Women were the most prominent in psychology, comprising 25 percent of the employees, and least prominent in engineering, comprising only three percent of the employees. Women continue to be concentrated in the life sciences, the social sciences, and psychology; they continue to be least visible in the technical disciplines such as engineering and the physical sciences. Women scientists were found to be concentrated in the very largest institutions; women in the social sciences were almost equally represented in small and large schools. Many women scientists were found to be in nontenured research positions. (SW)

ED 180 350 HE 012 083

Reauthorization of the Higher Education Act and Related Measures, Part I. Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session (March 20, 28, 29; April 10 and 26, 1979).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date-Apr 79
Note-716p.; For related documents see HE 012 084, HE 011 930; some pages may not reproduce well due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
Descriptors-Access to Education, Colleges, College Students, *Educational Legislation, *Federal Programs, Government Role, *Government School Relationship, *Hearings, *Higher Education, Laws, Legislators, Minority Groups, Policy Formation, Public Policy, Student Financial Aid, Universities, Veterans Education
Identifiers-Congress 95th, Developing Institutions, *Higher Education Act 1965

The transcript of the March 1979 hearings in the U.S. House of Representatives on the reauthorization of the Higher Education Act and related measures are compiled in this document. The hearings were held to review not only the programs that expire in 1979 but all higher education programs that come under the jurisdiction of the House Subcommittee on Postsecondary Education. Included in the testimony are discussions concerning: state educational opportunity programs, equal opportunity in higher education, student services, veterans programs, civil rights, Upward Bound Project, United States Student Association, college assistance migrant program, American Indian higher education, minorities in higher education, cooperative education, community and junior colleges, adult education, interinstitutional programs, library schools, developing institutions, and student financial aid programs. Testimony is presented by both government officials and institutional representatives. (SF)

ED 180 351 HE 012 084

Reauthorization of the Higher Education Act and Related Measures, Part 3. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session (Hearings held in Washington, D.C. on May 3, 8, 9 and in Oberlin, Ohio, on May 14, 1979).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-May 79

Note-591p.; For related documents see HE 011 930, HE 012 083; some pages may not reproduce well due to small print

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-Delivery Systems, Educational Assessment, *Educational Legislation, Eligibility, Federal Aid, *Federal Programs, Grants, *Hearings, *Higher Education, Need Analysis (Student Financial Aid), Private Colleges, Resource Allocations, State Colleges, *Student Financial Aid, *Student Loan Programs, Work Study Programs

Identifiers-*Higher Education Act Title IV

A report is presented on hearings conducted by the House Subcommittee on Postsecondary Education on the reauthorization of the Higher Education Act and related measures. Hearings concern the student financial assistance programs authorized by Title IV. Testimony provided an overview of the student financial aid delivery system and a description of the aggregate federal impact on the financing of postsecondary education. Testimony also described the theory and practice of need analysis and the process for the allocation of the funds to states and individual campuses under the Supplemental Educational Opportunity Grant Program, the College Work-Study Program, and the National Direct Student Loan Program. Witnesses described the system for granting eligibility to institutions of higher education to participate in programs authorized by the Higher Education Act, particularly the student financial assistance programs. Other topics addressed include the impact of federal student financial assistance programs on the pricing policies of the private and public institutions of postsecondary education, and recommendations made by a number of postsecondary education associations that students attending postsecondary education institutions less than half time be made eligible for federal student financial assistance. The impact of the federal student financial assistance programs at independent liberal arts colleges was also discussed. (SW)

ED 180 352 HE 012 085

Rose, Clare And Others
The Study of Women Scientists/Engineers in Academe.
Pub Date-17 Aug 79
Note-36p.; Statistical tables may not reproduce well
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Rank (Professional), Career Choice, *College Faculty, College Students, Educational Opportunities, *Employment Patterns, *Engineers, Equal Opportunities (Jobs), *Females, Graduate Study, Higher Education, Medicine, National Surveys, *Occupational Surveys, Psychologists, *Scientists, Social Sciences, Tenure

Academic employment and graduate enrollment trends of women scientists/engineers in eight scientific fields were studied, and the dynamics of their occupational choice and career stability were assessed. The eight fields were engineering, physical sciences, environmental sciences, medical sciences, psychology, and social sciences. The principal data sources were the National Science Foundation's "Survey of Scientific and Engineering Personnel Employed at Universities and Colleges" and the "Survey of Graduate Science Student Support and Postdoctorals." Data were also obtained from site visits from a representative sample of nine of the total 50 leading doctorate-granting institutions included in the study. It was found that women scientists/engineers are in a period of transition in their status in academe. Increasing numbers are entering graduate programs, and a large proportion are being employed in top-ranked institutions and departments. However, most women scientists/engineers are employed in nontenured, nonladder research scientist positions. Policy implications pertain to the funding of scientific research programs, educational programs in the sciences for women, and future research on the career development of women scientific professionals. (SW)

ED 180 353 HE 012 086

Issues of Pedagogy in Women's Studies: A Preliminary Bibliography of Monographic Materials.

Wisconsin Univ., Madison.
Pub Date 79
Note 19p.

Pub Type Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors Annotated Bibliographies, *College Curriculum, *Educational History, Educational Philosophy, *Females, Higher Education, *Womens Education, *Womens Studies

An annotated bibliography for women's studies covers the following areas: curriculum issues, content areas, pedagogical issues, history of women's studies, history of women in higher education, and theoretical concerns about women's education. Bibliographies that may offer further items of interest are included, as are practical guides and directories. (SW)

ED 180 354 HE 012 090

Preparing for the 1980 Statewide Plan for the Development of Postsecondary Education. A Discussion Paper for Use at the 1979-80 Regents/Commissioner's Regional Conference.

New York State Education Dept., Albany. Div. of Research.

Pub Date-79

Note-17p.

Available from-Division of Research, The State Education Department, The University of the State of New York, Albany, NY 12234

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Access to Education, Ancillary Services, College Faculty, Declining Enrollment, Demography, Economic Factors, Educational Quality, Facilities, Feasibility Studies, *Federal Aid, Federal State Relationship, Futures (of Society), *Higher Education, Institutional Research, Master Plans, Nontraditional Students, *Policy Formation, State Aid, State Programs, *Statewide Planning, *Student Financial Aid

Identifiers-*New York

The 1980 Statewide Plan for the Development of Postsecondary Education in New York State is discussed. The primary purpose of the plan is to recommend statewide policies that will help provide high-quality postsecondary education to all who wish to pursue it and can benefit from the opportunity. Three factors that will have a profound effect on higher education and state-level policy in New York are discussed: the economic and fiscal condition of the state, the size and composition of the population, and federal policy in higher education. It is suggested that the relative decline in New York's economic condition has serious implications for higher education. A decline in undergraduate enrollments is projected that will require adaptations of faculty, curricula, and procedures. The growth in federal aid to postsecondary education is noted and implications of this policy are also examined. Policy areas that are presented for discussion include: state aid and appropriations; student aid and student services for the traditional, adult, and underprepared student; degree programs; faculty; facilities; and research. Policy alternatives in each area for 1980 are suggested. (SF)

Razor, Jack E.

The Evaluation of Administrators and Faculty Members or Evaluating the Boss'' and Each Other.

Pub Date-20 Apr 79
Note-16p.; Paper presented at the Midwest Association for Health, Physical Education and Recreation (Madison, WI April 20, 1979)
Pub Type- Speeches/Meeting Papers (150) · Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Characteristics, *Administrator Evaluation, *College Faculty, Competence, *Evaluation Methods, *Faculty Evaluation, Higher Education, Leadership, *Peer Evaluation, Performance Criteria, Performance Factors, Student Evaluation of Teacher Performance, Validity

Evaluation of administrators and faculty is examined, including the identification of evaluation instruments and clarification of procedures. After a brief discussion of the rationale for evaluation and the need for acting on the outcomes of the evaluation, the process of evaluating the administrator is considered. The criteria of organizational achievement and management are selected as indicators of administrative performance. Two approaches to examining administrators, the task approach and the process approach, are explored. Steps in the process are discussed and characteristics of a good administrator are summarized. Faculty evaluation is reviewed next. It is explained that the nature and components of the assessment instruments will vary with the purpose of the evaluation, and that the validity of the evaluation is no better than the validity and power of each of its components. Problems with student evaluations of teacher performance are posed and it is concluded that student evaluations should be considered as only one measure in the evaluation of the faculty. (PHR)

ED 180 356 HE 012 092

Simmons, Ron And Others

Teaching the Disadvantaged in Engineering.

Pub Date- 79
Note-75p
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Articulation (Program), College Instruction, *College Students, Compensatory Education, Educational Counseling, *Educationally Disadvantaged, *Engineering Education, Faculty Development, Higher Education, *Minority Groups, Program Evaluation, *Remedial Courses, Surveys, *Teaching Methods, Tutoring

A study was conducted to assess teaching in minority engineering programs, based on 38 engineering institutions with special programs for disadvantaged minorities. The institutions were investigated with respect to preferences, characteristics, and preparation of teachers and the availability of faculty development for special program teachers. The programs include developmental, academic support, tutoring, and compensatory education. Special programs function at the precollege and undergraduate levels. Information is presented on program effectiveness, program structure, review sessions, academic procedures, and counseling. The survey obtained information on the kinds of teachers selected for the special programs and their teaching preferences. Teaching strategies preferred by special program teachers and correlations between special teaching methods and student retention and student academic success are discussed. Recommendations are offered based on survey findings. (SW)

ED 180 357 HE 012 093

Bail, Frederick T. And Others
Student Evaluation of College Teaching.
Pub Date-May 79
Note-6p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Faculty, *College Instruction, *Effective Teaching, Evaluation Methods, *Faculty Evaluation, Higher Education, *Rating Scales, *Student Evaluation of Teacher Performance

A 34-item student evaluation instrument designed to reliably measure major dimensions of college teaching effectiveness is presented. The student is asked to respond to such statements as ``The instructor motivated the students'' and ``I would not recommend this course to a friend,'' by checking the response category appropriate (strongly disagree, disagree, uncertain, agree, or strongly agree). An appendix lists the questions according to the following subscales: general, motivation, instructor (cognitive), instructor (affective), feedback/evaluation, and self-development. (PHR)

ED 180 358 HE 012 094

Ahrens, Stephen W.

Student Enrollment Forecasting Techniques for Higher Education.

West Virginia Univ., Morgantown.
Pub Date-Oct 79
Note-33p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Orlando, FL, October 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Faculty, *College Planning, Colleges, Decision Making, Declining Enrollment, Educational Economics, *Enrollment Projections, Futures (of Society), Higher Education, Institutional Research, Long Range Planning, Needs Assessment, *Prediction, *Research Methodology, Statistical Analysis, Universities

Various techniques used by state agencies, secondary schools, community colleges, and large universities to forecast enrollments are described and guidelines for constructing forecasting procedures are outlined. The forecasting techniques are divided into three categories: (1) quantitative techniques based on historical data that attempt curve fitting; (2) causal models that incorporate historical data and rely on a relationship between enrollments and other parameters, or techniques incorporating subjective judgment rather than quantitative measures; and (3) qualitative techniques utilizing surveys to determine potential students and to modify or suggest adjustments to previously developed forecasting techniques. The selection of an appropriate forecast methodology is dependent on both the resources available and the characteristics of the institutions. The statistical methodology involved in each forecasting technique is detailed. It is suggested that changes in faculty supply and demand, facility needs, and educational economics have increased the importance of accurate enrollment projections. Through accurate forecasting input for both long- and short-range planning can be compiled. (Author/SF)

ED 180 359 HE 012 095

Bloom, Allan M. Montgomery, James R.

Conducting Data Exchange Programs.

Pub Date-Oct 79
Note-23p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Orlando, FL, October 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Computers, Cost Effectiveness, Data Analysis, *Data Collection, Higher Education, *Information Dissemination, Information Needs, *Information Networks, *Institutional Research, *Interinstitutional Cooperation, *Systems Development
Identifiers-*Data Exchange Program

The exchange of comparable data among peer institutions is discussed as an effective means of providing institutional research data and promoting interinstitutional communication and cooperation. Principles and procedures that will lead to faster, smoother, and less expensive data exchange are explained. The Southern University Teaching Load Data Exchange Program is described as a model of the data exchange process. Basic principles that should be followed in an interinstitutional data exchange program include: cooperation and coordination, simplification, cost minimization, management information principles, and flexibility. Guidelines for planning and implementing such a program are provided and include a discussion of the available alternatives, communications, data processing and analysis, and dissemination. It is suggested that the principles and procedures outlined should provide for smooth and rapid transmission of interinstitutional data, balanced resource expenditures for the participating institutions, and dissemination of meaningful information to all exchange members. (Author/SF)

Cummings, Frank E.

Degrees, Enrollment and Field Preference for Black Students in the Science and Engineering Fields: Recent Data.

Atlanta Univ., Ga. Resource Center for Science and Engineering.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-RCSE-1
Pub Date-Jul 79
Grant-NSF-78-11955
Note-30p.
Available from-Resource Center for Science and Engineering, Atlanta UniversitV, Atlanta, GA 30314
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Black Colleges, *Black Students, College Choice, College Freshmen, College Students, *Degrees (Titles), *Engineering Education, *Enrollment Trends, Graduate Study, Higher Education, Professional Education, *School Holding Power, *Science Education, Undergraduate Study

Recently published data concerning freshmen preference, undergraduate and graduate enrollments, and degrees awarded to blacks in science and engineering have been compiled in an effort to determine areas where emphasis might be placed to increase the number of black scientists and engineers. The results indicate that traditionally black colleges continue to enroll a sizeable portion of black undergraduates. An increase in interest in engineering at both black colleges and other institutions is noted. Differences in drawing power of various science and engineering fields by type of institution are also examined. Degrees awarded to black students are tabulated by field, year, institutional type, and degree level. It is noted that black degree recipients as a percent of degree recipients at all levels demonstrate a significant decline in numbers moving from the bachelor's to doctoral level. It is suggested that vigorous recruiting efforts in high schools and community colleges as well as counseling at all levels may increase black enrollment in science and engineering programs. (SF)

ED 180 361 HE 012 097

Hayes, John T.

Federal Agencies and the Black Colleges and Universities.

Atlanta Univ., Ga. Resource Center for Science and Engineering.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-RCSE-2
Pub Date-Jul 79
Grant-NSF-78-11955
Note-28p.
Available from-Resource Center for Science and Engineering, Atlanta University, Atlanta, GA 30314
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, Agencies, Black Achievement, *Black Colleges, Black Education, *Blacks, Degrees (Titles), *Federal Aid, *Financial Support, Government School Relationship, Grants, Higher Education, Institutional Characteristics, *Research Projects, *Scientific Research

Federal funding for research and other programs at historically black colleges is examined in an effort to determine how successful these programs have been in increasing the numbers and qualifications of black scientists. Data were obtained from agencies of the federal government, the United Negro College Fund, and the Institute for Services to Education. The data indicate that a majority of the federal funding for programs at black colleges was provided by the Atomic Energy Commission, Department of Health, Education and Welfare, Environmental Protection Agency, National Aeronautics and Space Administration, National Science Foundation, and the United States Department of Agriculture. Although funding levels in general have increased during recent years, the data also indicate that funding levels to specific groupings of institutions such as private colleges have either leveled off or dropped. The National Science Foundation funded programs at only 29.4 percent of the private black colleges in 1976 compared to 58.8 percent in 1974. The data also indicate that more black graduates are being accepted to graduate schools, that the number of students enrolled at black institutions has increased, and that the number of graduates majoring in social sciences has also grown. Higher funding levels are recommended to meet the needs of this increasing pool of black students and institutions and to encourage black students to study science. (SF)

ED 180 362 HE 012 099

Sanford, Timothy R.

Non-Academic Factors Influencing the Withdrawal'' of Academically Ineligible Black Students.

Pub Date-Oct 79
Note-13p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Orlando, FL, October 1979)
Pub Type- Speeches/Meeting Papers (150) - Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Academic Failure, *Black Students, College Students, Comparative Analysis, *Dropout Research, Dropouts, Higher Education, Institutional Characteristics, Motivation, Questionnaires, School Holding Power, Student College Relationship, *Student Problems, *Withdrawal
Identifiers-Student Attrition, *University of North Carolina Chapel Hill

Factors that influenced the withdrawal of academically ineligible black students from the University of North Carolina at Chapel Hill were investigated. It is suggested that students who involuntarily withdraw are rarely consulted as to their reasons for leaving and that academic ineligibility may mask many of the same reasons for withdrawing as are given by voluntary withdrawals. Findings of a study comparing 22 academically ineligible black students with academically eligible non-returning students indicate that the black students considered their poor academic records to be important but did not list their low grades as the most important reason for their withdrawal. The single reason listed by the most respondents was health or personal problems. Some differences between the two groups were apparent although it is noted that judging by the comments added to the returned surveys the two groups are nearly indistinguishable in their reasons for leaving school. It is proposed that reasons for leaving the university are similar for academically ineligible students and academically eligible students. The study also suggests that academic attrition may be reduced by the sensitive response of an institution in areas of nonacademic administration so that faculty need not feel that standards are being lowered in order to retain students. The survey instrument is appended. (Author/SF)

ED 180 363 HE 012 100

Pratt, Linda K. And Others

A Comparison of the Educational Aspirations of Students Entering a Predominantly White College and Students Entering a Predominantly Black College.

Pub Date-Oct 79

Note-12p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Orlando, FL, October 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Academic Aspiration, Black Colleges, *Black Students, *Caucasian Students, *College Freshmen, Comparative Analysis, Expectation, Family Background, Higher Education, Institutional Characteristics, Motivation, *Occupational Aspiration, Race, Social Background

Identifiers-*Appalachian State University NC, *North Carolina Central University

The results of two student surveys were analyzed to assess the educational aspirations and occupational plans of the students. Comparison of the two surveys, one given to the 1978 freshman class at North Carolina Central University (NCCU), a predominantly black, state-supported university, and the other to the 1978 freshman class at Appalachian State University, a state-supported university with a predominantly white student body, revealed a large difference in the educational aspirations of the two groups. The freshmen at Appalachian State were better prepared academically, with higher average SAT scores and tended to rank higher in their high school classes. A higher percentage of the parents of the Appalachian State freshmen were reported to have completed high school, some college training, and a higher percentage had completed bachelors degrees and advanced or professional degrees than the parents of NCCU freshmen. Despite these statistics, the survey indicated that freshmen at Appalachian State University had more modest educational aspirations than the freshmen at NCCU. This discrepancy between the expectations that society might have for the NCCU freshmen and the aspirations they hold for themselves is discussed. The selected majors of the two groups are examined and their occupational plans are compared. Further research in this area is recommended. (Author/SF)

ED 180 364 HE 012 101

Posey, Ellen I. Sylvan, Donna L.

Concerns in the Selection of an Appropriate Data Source: A Critical Aspect of Institutional Research.

Pub Date-Oct 79
Note-16p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Orlando, FL, October 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Data Analysis, *Data Collection, Decision Making, Higher Education, *Information Sources, *Institutional Research, Researchers, *Research Methodology, *Research Problems

The selection of appropriate data sources for institutional research is discussed. It is suggested that the provision of timely, accurate information for administrative decision-making depends on the researcher's ability to determine which data are relevant to the problem. This is of particular concern for institutional researchers because they frequently do not create the data for their analyses and must be especially sensitive in their selection of a data source. An example of a typical institutional descriptor, average class size, is used to clarify the issues involved in the selection of an appropriate data source. It is suggested that within the same institution different data sources can be available for measures with the same label and that varying definitions generate the data sources. Special attention is focused on the definitional aspect of the data source as a critical point in the assessment of the appropriateness of the source for a given problem. Limitations of the sources are explored. It is recommended that institutional researchers be cognizant of the limitations imposed by the definition of the data, and make the consumers of their analyses aware of these limitations. (Author/SF)

ED 180 365 HE 012 102

Miles, Gail Legg, Sue M.

Evaluators as Managers.

Pub Date-Oct 79
Note-21p.; Paper presented at the Annual Meeting of the Southern Association For Institutional Research (Orlando, FL, October 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Course Evaluation, Educational Assessment, *Educational Quality, *Evaluation Methods, Higher Education, Institutional Research, *Instructional Improvement, *Management Systems, Mathematics, Models, Programed Instruction, Program Effectiveness

A model of an evaluation process for a college level mathematics course using management procedures is described. It is suggested that by designing the evaluation process as part of a management procedure, data useful for making policy decisions will be generated and the success of the instructional process will be insured. The foundation of the system is the development of a procedures manual that generates questions about policies that affect the administration, the students, and the operation and effectiveness of the staff and the program. The second phase of evaluation involves data analysis concerning questions of staff size, program structure, attendance requirements, grading procedures, and program costs. Data collection, the third phase, provides a record of student progress and weekly cumulative reports. Quarterly reviews and tutor evaluations are also part of the procedure used. The final phase of evaluation is dissemination of reports to the staff, administrative units, and agencies outside the university. The reports range from one-page summaries to full-scale reports documenting procedures and student achievement. It is suggested that the management approach to evaluation evolved because the success of this program for mathematics depended upon efficient program management as well as quality instruction and materials. The evaluation components of the model are viewed as having a large effect on the success of these programs. (Author/SF)

Howell, Lloyd R. And Others
Characteristics of Student Persisters and Non-Persisters at Old Dominion University.
Old Dominion Univ., Norfolk, Va.
Pub Date-Oct 79
Note-78p.
Available from-Old Dominion University, Office of Institutional Studies, Norfolk, VA 23508
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement, College Housing, Demography, *Dropout Characteristics, Dropout Research, Higher Education, Institutional Characteristics, Institutional Research, Military Personnel, *Persistence, Predictor Variables, *School Holding Power, *Student Characteristics, Undergraduate Students
Identifiers-*Old Dominion University, *Student Attrition

Demographic, academic, and other college-related characteristics of the persisting and nonpersisting students at Old Dominion University were investigated during a one-year period from fall 1976 to fall 1977. Information was collected from the student master registration file for a study population of 11,637 undergraduates. The students ranged in age from 18 to 67, came from various ethnic groups, and included both full- and part-time enrollments. A total of 65 percent of the student body persisted from one year to the next. This yielded a nonpersistence rate of 35 percent, slightly higher than the national average. It is noted, however, that the nonpersisting rate for degree-seeking students is only 22.4 percent. Academic factors were found to be the most important predictors of attrition. Student housing was also an important variable. Larger portions of the degree-seeking persisters than the degree-seeking nonpersisters were placed in campus housing, while larger proportions of the nonpersisting students indicated they wished to be placed on campus but were not. It is also noted that because of the unique environment in which the university operates, the nondegree student population consists of a large portion of active duty military personnel. This accounts for the fact that findings characterize the nondegree-seeking nonpersister as a male student who is on active military duty. It is suggested that research be conducted to determine students' reasons for attending or leaving Old Dominion University. Tables of statistical data are appended. (Author/SF)

ED 180 367 HE 012 104

Carney, Paul Tilton, Betty

Retention Efforts: Could They Be Misdirected?

Florida State Univ., Tallahassee. Dept. of Budget and Analysis.
Pub Date- 79
Note-29p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Articulation (Program), *College Students, *Dropout Attitudes, *Grade Point Average, Higher Education, Institutional Research, Junior Colleges, Participant Satisfaction, *School Holding Power, State Colleges, Student College Relationship, *Student Financial Aid, Student Needs, *Transfer Students
Identifiers-*Florida State University

Junior college transfer students at Florida State University who dropped out of the university were surveyed to determine their reasons for leaving and their perceptions of the university. In addition to an analysis of questionnaire results for the total sample of respondents, two subgroups were analyzed separately: (1) students who received financial aid and those who did not, and (2) students with high self-reported grade point averages (GPA) (3.01-4.00), students with medium GPAs (2.01-3.00), and students with low GPAs (0-2.00). Respondents were almost equally divided between the sexes; 93 percent were between the ages of 19 and 29; and 89 percent were Caucasians. Responses of the total group indicated: 26.7 percent did not have enough money to go to school; 20.5 percent were dissatisfied with the major department; 20.1 percent had low grades; 18.0 percent had personal problems; and 17.2 percent moved out of the area. Characteristics or services of the university that provided great satisfaction and little satisfaction and factors that would have most encouraged the students to stay are also presented. Variables that significantly differentiated financial aid recipients from nonrecipients are: conflict between job and studies, insufficient financial aid, counseling/guidance services, and financial aid opportunities. Additional analyses are provided. (SW)

ED 180 368 HE 012 105

Fendley, William R., Jr. And Others

A Methodology to Study Promotion, Tenure, and Termination Among Academic Faculty at the University of Tennessee, Knoxville.

Pub Date-Oct 79
Note-17p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Orlando, FL, October 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affirmative Action, Blacks, *College Faculty, *Compliance (Legal), Equal Opportunities (Jobs), *Faculty College Relationship, Federal Regulation, Females, Government School Relationship, Higher Education, Institutional Research, Males, Minority Groups, *Promotion (Occupational), Racial Discrimination, *Research Methodology, Salary Differentials, Sex Discrimination, *Tenure
Identifiers-*Dismissal (Personnel), University of Tennessee Knoxville

A research methodology developed at the University of Tennessee for determining differences in rates of promotion, tenure, and termination that are linked to employee sex or race is discussed. Data were compiled for each full-time faculty member covering rank, degree, salary, sex, college, department, time at the university, and number of years in present rank. It is suggested that analyses and interpretations stemming from this research will allow universities to respond to government guidelines and requirements with concrete and reliable information that can serve as a basis for monitoring promotion, tenure, and termination. Comparisons were made for male/female and black/nonblack faculty. The computer coding structures, statistical methodology, and data elements are explained. Appended are the coding structures for data elements; a data sample; and tenure, and termination reports. (Author/SF)

ED 180 369 HE 012 106

Ferriot, Joanne C.

A Question of Honors: The Bright Student on a Commuter Campus.

Pub Date-Oct 79
Note-7p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Orlando, FL, October 24-26, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Academically Gifted, College Bound Students, College Choice, College Majors, Departments, Higher Education, *Honors Curriculum, Institutional Research, Nonresidential Schools, *School Holding Power, Student Characteristics, *Student Recruitment
Identifiers-*Community Students, *University of New Orleans LA

The role of the honors student on the urban, commuter campus is discussed with specific reference to the University of New Orleans. Prompted by a noted decline in the quality of the university's student body, an examination of the honor student population was conducted. Data were compiled from the ACT files and student records of all students who had received, over the last five years, the two institution-based scholarship awards that are judged solely on the basis of ACT scores and high school grades. The study investigated where the honors students came from, their persistence records, why they had chosen the University of New Orleans, why they may have left the university, and if they had fulfilled the university's expectations of them. It is suggested that the answers to these questions could influence recruiting procedures, major programs, the honors program, and scholarship programs. Results indicate the University of New Orleans has a body of superior students who are choosing academically demanding majors and living up to the university's expectations. A disproportionately large number of student withdrawals came from among science students and it is suggested that the business college is attracting large numbers of honor students to its majors at the expense of the other colleges. It is recommended that the arts, humanities, and social science areas participate as fully as possible in recruiting activities aimed at increasing their share of honors students. (Author/SF)

ED 180 370 HE 012 107

Hunt, W. Kevin

Recruitment and Institutional Research in the 1980's.

Pub Date-Oct 79

Note-10p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Orlando, FL, October 25, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Choice, *Community Colleges, *Declining Enrollment, Demography, Educational Demand, Enrollment Projections, Evaluation Methods, Futures (of Society), Higher Education, *Institutional Research, *Research Methodology, Retrenchment, *Student Recruitment

A methodology for evaluating the service area of a community college and determining potential student markets is discussed. It is suggested that because of locality-based operations, projected higher education enrollment declines may be felt severely by community colleges. Because of the special nature of examining a specific geographical area, identification of potential students is approached from both the individual and organizational aspects. The methodology emphasizes the development of profiles of identified subgroups of potential students, either on an individual or organizational basis. The four areas comprising the proposed methodology include: (1) establishment of identifiable subgroups of potential students; (2) collection of data representative of each of the subgroups identified; (3) evaluation of the respective subgroups as to potential recruitment, educational needs and attitudes, and relationship with major college programs; and (4) development of recruitment profiles of those subgroups that appear to offer the best possibility for student recruitment. It is suggested that with the information provided from this research, institutional researchers can play an integral role in the student recruitment process and interact with other administrative personnel in a total institutional recruitment process. (Author/SF)

ED 180 371 HE 012 108

Ironside, Ellen M.

Voluntary Withdrawal: Why Don't They Return?

Pub Date-Oct 79

Note-33p.; Paper presented at the Annual Meeting of the Southern Association for Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Orlando, FL, October 25-26, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Differences, Blacks, Cohort Analysis, College Environment, *College Freshmen, *Dropout Research, Females, Higher Education, Institutional Research, Males, Questionnaires, *School Holding Power, Sex Differences, Student Characteristics, *Student College Relationship, *Withdrawal

Identifiers-*Student Attrition, *University of North Carolina Chapel Hill

Factors that influence voluntary withdrawal from the University of North Carolina at Chapel Hill are investigated. A survey based on a cohort of students admitted for the first time in fall 1977 was conducted with a response rate of approximately 50 percent. Major and minor reasons for not returning to the university are tabulated for males and females. Results indicate that race does not appear to be a significant factor in voluntary withdrawal and that reasons do vary notably by sex and age. A total of 30 percent of those surveyed felt their reasons for leaving were personal and 35 percent felt their reasons were more university-related. Negative perceptions that the 1978 non-returners had concerning the university's large size and impersonality'' are also discussed as commonly cited reasons for withdrawal. It is suggested that the responses also indicate the importance of a good fit'' between students and the institution as many of the students considered the university atmosphere'' the primary reason for their leaving. Changes in counseling, readmission procedures, and other policies are recommended. The data are tabulated and the survey instrument is appended. (Author/SF)

Ahrens, Stephen W.

A Comparison of Research Techniques Used in the Collective Bargaining Process.

West Virginia Univ., Morgantown.
Pub Date-Oct 79
Note-83p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Orlando, FL, Fall 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Arbitration, *Collective Bargaining, *College Faculty, Comparative Analysis, Employment Problems, Foreign Countries, Higher Education, Institutional Research, Laws, Negotiation Agreements, *Research Methodology, Salaries, *Unions

Types of research currently being used in negotiating salaries and fringe benefits for faculty are discussed. As collective bargaining becomes more widespread among public colleges and universities it is suggested that the institutional researcher will be called upon to provide research relevant to the arbitration process. Master contract language, PERB laws, need arguments, and other tools common to professional labor organizations are discussed. Examples of research techniques used by various groups, states, and countries are provided for selected boards of regents and offices of institutional research; the countries of France, Ireland, and Canada; as well as the National Educational Association, American Association of University Professors, and American Federation of Teachers. The arguments from these examples focus around need, comparability, and ability to pay. Brief narratives accompany the examples explaining the relevance of each, the assumptions upon which they are based, and the associated pitfalls. (Author/SF)

ED 180 373 HE 012 110

Kayla, Carol Hoey, James M.

Identifying Adult Educational Needs in a Rural Community.

West Virginia Univ., Morgantown.

Pub Date-Oct 79
Note-65p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Orlando, FL, October 24-26, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Students, *College Curriculum, *Declining Enrollment, *Educational Demand, Higher Education, Institutional Characteristics, Institutional Research, Junior Colleges, *Nontraditional Students, Questionnaires, Retrenchment, *Rural Areas, School Community Relationship, Small Colleges, State Colleges
Identifiers-*Potomac State College VA

Enrollment projections have indicated a large decline during the 1980's in the number of high school graduates, the traditional population enrolling in colleges and universities as freshmen. As competition for the available students increases it is suggested that smaller junior colleges like Potomac State College of West Virginia University may feel the effects hardest. To gain insight about ways to compensate for this probable loss of students, the Office of Institutional Research at West Virginia University conducted a study to identify the most effective ways of expanding Potomac State College to assess community needs in adult continuing education. A response rate of less than 10 percent was obtained from the rural counties surveyed. A majority of the returns were from residents between the ages of 20-49 who had one to four years of college education. Respondents expressed a desire for special interest classes and graduate level classes. It is concluded that there is an interest in attending Potomac State College by many area adult residents, but that they do not seem to be interested in what Potomac State College is presently offering. Recommendations made to the Dean of Potomac State College are included as well as survey materials and tabulated results. (Author/SF)

Ricci, Edmund Tessaro, Edward
Medical Direction in Skilled Nursing Facilities. NCHSR Research Summary Series.
Pittsburgh Univ., Pa. Graduate School of Public Health.
Spons Agency-National Center for Health Services Research (DHEW/PHS), Hyattsville, Md.
Report No.-DHEW-PHS-79-3223
Pub Date-Aug 79
Contract-230-75-0213
Note-76p.
Available from-NCHSR, Publications and Information Branch, Room 7-44, 3700 East-West Highway, Hyattsville, MD 20782
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Comparative Statistics, Compliance (Legal), *Federal Regulation, *Geriatrics, Health Facilities, *Health Personnel, Health Services, Laws, *Medical Services, *Nursing Homes, Older Adults, *Physicians, Residential Care

Regulations instituted by the Department of Health, Education, and Welfare effective in 1976 require skilled nursing facilities (SNF) to provide either a physician serving as medical director, or to have an organized medical staff. This report describes how SNFs responded, and what the effects were on their operations. Descriptive data were obtained: (1) indicating the extent to which SNFs fulfilled the requirement, the methods used, and the characteristics of facilities that were unable to comply; (2) characterizing physician, medical directors and their activities; and (3) identifying and describing arrangements for medical direction. A mail/telephone survey was conducted to provide national descriptive data on how SNFs provide medical direction. Site visits were made to 21 facilities to explore with the administrator, medical director, and nursing director the behavioral aspects of the implementation of medical direction. Findings suggest that the vast majority of SNFs have provided some form of medical direction; that there has been limited variation in the arrangements for medical direction; that there are a number of barriers to the implementation of this concept; and that the potential exists for the concept of medical direction to be an effective force in improving patient care. (Author/SF)

ED 180 375 HE 012 112

Adult Learners in Post-Secondary Study Programmes Risk-Students Or Resource-Students? A Report from the Ronneberga Workshop, (Stockholm, Sweden, April 25-28, 1979). R&D for Higher Education, 1979:8.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date-Apr 79

Note-19p.

Available from-National Board of Universities and Colleges, Research and Development Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden

Pub Type- Reports - Evaluative (142) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Adult Students, Competence, *Curriculum Design, *Dropout Research, Educational Supply, Experiential Learning, Foreign Countries, Higher Education, National Programs, *Nontraditional Students, Prior Learning, Work Experience, Workshops

Identifiers-*High Risk Students, *Sweden

Critical problems and functions of the Swedish system of higher education in dealing with adult learners are summarized in this workshop publication. Various institutional responses to the growing body of nontraditional students are discussed and it is suggested that the overwhelming reaction of Swedish higher education has been to incorporate adult learners within study programs at traditional colleges or universities. This approach emphasizes the use of existing institutions to serve new groups. The need for conceptual clarification when discussing the adaptation of universities and colleges to new learners is also emphasized. Learning effectiveness and dropout rates are discussed as appropriate outcome criteria for distinguishing various reasons why students leave school and how to identify risk students. It is also suggested that flexibility in educational design is necessary to meet the needs of nontraditional students. Program structure, program form, credit or noncredit status, and teaching and learning methods need special attention. The roles of counseling and work experience for adult education are considered extremely important; alternatives that incorporate these aspects into the basic educational design are discussed. The maintenance of educational quality while adapting the system to meet the needs of adult learners is also discussed. It is suggested that the question of quality is not only related to policy decisions, but also to how the education is practiced and how the result is evaluated both within and outside the world of higher education. The workshop program and a list of participants are included. (SF)

ED 180 376 HE 012 113

Coleman, D. R. Peeples, T. O.

Faculty Activity Assignment Versus Faculty Effort.

Pub Date-Jun 78
Note-19p.; Paper presented at the Annual Florida Statewide Conference on Institutional Research (11th, Orlando, Fl, June 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, Community Programs, Cost Effectiveness, *Data Analysis, Faculty College Relationship, *Faculty Workload, Higher Education, Institutional Research, *Instructional Student Costs, Noninstructional Responsibility, *Noninstructional Student Costs, *Resource Allocations, Staff Utilization, Teaching Assignment, Teaching Load
Identifiers-Florida Technological University

The use of faculty activity data in higher education is discussed and the issue of whether the chairperson or the faculty member's estimates of how time was spent should determine resource expenditures is addressed. A historical review indicates that this type of data has been a concern of higher education for the past three decades. This information has been used to assure equity of teaching loads, justify budget requests, and identify staff needs. The topic of faculty workload and the reporting of faculty effort has received growing attention with the advent of detailed cost studies, cost allocation resource models, and collective bargaining. Numerous problems inherent in the collecting and reporting of faculty activity data are discussed. It is suggested that one of the decisions university administrators must make is whether faculty assignment data or faculty-reported data should be utilized. A study conducted at Florida Technological University revealed a high degree of similarity between assigned and reported faculty activity data. The results indicate that in general faculty report a smaller proportion of their effort is spent on scheduled instructional activities than has been assigned and more on the noninstructional activities. Cost analysis outputs may be somewhat different depending upon whether assigned or reported activity data are used. It is suggested that the difference associated with the two methods would tend to decrease the instructional costs and increase the community service and noninstructional costs if faculty data were utilized. (SF)

ED 180 377 HE 012 114

Moseley, Aubrey And Others

Team Teaching Experimental Pilot Study, Department of Education.

Middle Tennessee State Univ., Murfreesboro.

Pub Date-69
Note-65p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Faculty, *College Instruction, Comparative Analysis, *Education Courses, Faculty Workload, Higher Education, Independent Study, *Instructional Innovation, *Large Group Instruction, Lecture, Models, Program Evaluation, Seminars, Student Opinion, Teacher Attitudes, *Teaching Methods, *Team Teaching
Identifiers-*Middle Tennessee State University

The team teaching concept is examined in this study and three working models for team teaching an education course at Middle Tennessee State University are described. The goal was to develop a model that could be easily adapted to a variety of situations and disciplines, and one that would serve as a demonstration model. The first model consisted of one class period devoted to large group lecture, and two class periods devoted to independent study and seminar discussions. The second model consisted of a split session of large group lecture and intermediate group feedback. Independent study groups and seminar groups were also formed. The third model was a proposed model consisting of a large group lecture discussion session, released time for independent study, and seminars based on topics researched in advance. Faculty reactions to the team teaching method were generally favorable. Anxieties concerning the general effectiveness of instruction in this situation existed until test results showed no significant differences between experimental and control students. It is suggested that the team teaching approach requires more faculty time spent developing materials and instructional routines than traditional teaching methods. Students expressed some dislike for the technique, indicating they felt uncomfortable having to accept more responsibility for their own learning. (SF)

ED 180 378 HE 012 115

Reauthorization of the Higher Education Act and Related Measures, Part 10. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session. Washington, D.C., on September 18, 1979).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date-Sep 79
Note-66p.; Not available in paper copy due to marginal legibility of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Legislation, Educational Quality, Federal Aid, *Federal Legislation, Financial Support, Foreign Culture, Government Role, *Hearings, Higher Education, *International Education, *International Studies, *Language Instruction
Identifiers-Congress (96th), *Higher Education Act Title VI

Transcripts of the hearing on the reauthorization of Title VI, Studies and Language Development, of the Higher Education Act of 1965 are presented. The history of federal legislation dealing with international education is reviewed including the provisions of Title VI of the National Defense Education Act of 1958, and the International Education Act of 1966. Undergraduate as well as graduate programs are discussed. In general an inadequacy in foreign language and international studies programs is noted at all educational levels. Problems of financial support, adequate coverage of all languages and nations, program coordination, and program quality are discussed. Testimony is presented by representatives of the federal government, individual higher education institutions, and international education programs. (SF)

ED 180 379 HE 012 116

Reauthorization of the Higher Education Act and Related Measures, Part 5. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session. (Wayne, Michigan, on May 25, 1979).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-May 79

Note-329p.; Not available in paper copy due to marginal legibility of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Legislation, Federal Aid, *Federal Legislation, Financial Support, *Hearings, Higher Education, Inservice Programs, Interinstitutional Cooperation, Laws, Schools of Education, State Programs, *Teacher Centers, *Teacher Education, *Teacher Programs, Teachers

Identifiers-Congress 96th, *Higher Education Act Title V, Teacher Corps

Transcripts of hearings before the House Subcommittee on Postsecondary Education concerning the reauthorization of Title V of the Higher Education Act, the Teacher Corps and Teacher Training Programs, are presented. The Teacher Corps program is intended to act as a supplement to Title I of the Elementary and Secondary Education Act by broadening teacher preparation programs through cooperative arrangements with local school districts, colleges, and universities. It also involves programs to assist local school districts and institutions of higher education in operating teacher centers designed to improve school curricula and the inservice development of teachers. The hearings, held in the State of Michigan, focus on Teacher Corps and Teacher Center programs in that state. Testimony is presented from representatives of Michigan colleges and universities, school districts, and state programs, as well as by representatives of national programs and the federal government. (SF)

ED 180 380 HE 012 117

Hazzard, George W.

Quality in Liberal Learning. A Report of Project QUILL. The Forum for Liberal Education, Vol. II, No. 3, December 1979.

Association of American Colleges, Washington, D.C.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date-Dec 79

Note-17p.

Available from-Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Education, College Faculty, *Course Content, Curriculum Design, Financial Support, *General Education, Grants, Higher Education, *Innovation, *Interdisciplinary Approach, *Liberal Arts, Nontraditional Students, *Outreach Programs, Professional Education, Program Descriptions, Relevance (Education)

Identifiers-Austin College TX, Dickinson College PA, Ferrum College VA, Furman University SC, Nontraditional Education, *Project QUILL, Russell Sage College NY, Tougaloo College MS, University of Hartford CT, University of Maryland, University of Oklahoma, University of Puget Sound WA, University of Toledo OH, University of Wisconsin Green Bay, University of Wyoming

Fifty-five of the projects sponsored as part of Project QUILL (Quality in Liberal Learning) are described. Funded by the Ford Foundation, Project QUILL was designed to support creative efforts on campuses that will enhance liberal education. The grants have been made to a wide range of public, private, two-, and four-year institutions. Grants for Project QUILL center around three themes: (1) helping cross boundaries between or among the humanities, social sciences, and natural sciences; (2) strengthening the liberal learning component of continuing education; and (3) helping integrate liberal learning with career and professional education. It is noted that proposals for projects come from faculty at liberal arts colleges, technical schools, community colleges, and large universities. They reach a wide variety of students including college freshmen, mature women returning to college, students in technical training programs, and adults looking toward retirement. The important role that college faculty play in providing fresh approaches to this type of liberal education is emphasized. It is suggested that the success of QUILL reaffirms the importance of liberal education and demonstrates that through faculty action liberal learning can be made relevant to life in modern society. (Author/SF)

ED 180 381 HE 012 118

Opportunities at Independent Colleges and Universities in New York State Through the Higher Education Opportunity Program.

State Univ. of New York, Albany.
Pub Date-79
Note-15p.
Available from-University of the State of New York, Bureau of Higher Education Opportunity Programs, Albany, NY 12230
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Access to Education, Articulation (Program), *College Students, *Economically Disadvantaged, Educational Counseling, *Educationally Disadvantaged, Eligibility, Financial Support, Guidelines, Higher Education, Private Colleges, Remedial Courses, State Programs, *Student Financial Aid, Tutoring
Identifiers-*Higher Education Opportunity Program, *New York

A guide is presented on the Higher Education Opportunity Program, which provides supportive services and financial aid to New York State residents attending independent colleges and universities in New York State. Eligibility requirements and specific economic eligibility guidelines are presented. A brief description is provided of the following supportive services: remedial and developmental courses, tutorial services, and counseling. An institutional roster of participating institutions in New York State is included. Eligibility in the program is dependent on the applicant being educationally and economically disadvantaged. (SW)

ED 180 382 HE 012 119

Casey, Robert J. Harris, John W.

Accountability in Higher Education: Forces, Counterforces, and the Role of Institutional Accreditation. An Occasional Paper.

Council on Postsecondary Accreditation, Washington, D.C.

Pub Date-79

Note-29p.

Available from-Council on Postsecondary Accreditation, One Dupont Circle, N.W., Washington, DC 20036 ($2.75)

Pub Type- Opinion Papers (120) - Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accountability, *Accreditation (Institutions), Declining Enrollment, *Educational Assessment, Educational Finance, Federal Regulation, Financial Problems, *Higher Education, *Institutional Autonomy, Retrenchment, *Standards

Identifiers-Accrediting Agencies

Pressures facing higher education institutions regarding accountability and the implications of their responses for accreditation agencies and state governments are discussed. Much of the response of institutions to current or anticipated declines in enrollments or financial resources is defensive and/or negative. Some institutions plan against retrenchment by seeking political relief from the financial effects of actual or projected enrollment declines. There is also a growing willingness in higher education to adopt market-oriented, entrepreneurial behavior in an effort to maintain enrollment. If higher education pursues survival in appropriate ways, it may undermine its ability to respond to legitimate demands, thus leading to further loss of credibility and autonomy. Specific suggestions for planning for retrenchment are offered. One implication of legislative program auditing for higher education is that auditing beyond mere fiscal review is increasing. The states increasingly will assert both their perceived right and their ability to examine the efficiency and effectiveness of higher education programs and policies. A critical issue is what the reaction of higher education will be to: (1) the increasing pressure to neglect quality in the short term for the sake of survival; and (2) the outside pressure on the institution to assess performance in ways that seriously distort the essential purposes of higher education. It is suggested that independent or private accreditation is the logical means of implementing self-regulation. (SW)

ED 180 383 HE 012 120

Engdahl, Lilla E.

Approved, Terminated, or Adjusted Doctoral Programs at Institutions in Western States for the Period July 1, 1978, Through June 30, 1979. Project on Expanding Regional Cooperation in Graduate and Professional Education.

Western Interstate Commission for Higher Education, Boulder, Colo.
Spons Agency-Carnegie Corp. of New York, N.Y.
Report No.-WICHE-79-3
Pub Date-Nov 79
Note-24p.
Available from-Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80302
Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annual Reports, College Curriculum, *Curriculum Development, Curriculum Evaluation, *Doctoral Programs, *Graduate Study, Higher Education, *Private Colleges, Professional Education, Program Descriptions, Regional Cooperation, *State Colleges, Surveys
Identifiers-*United States

The third annual report of doctoral program changes at institutions in the west, conducted by the Western Interstate Commission for Higher Education (WICHE), is presented. Information included in the report was compiled from a survey of doctoral-level private institutions and state higher education agencies in the 13 WICHE states. Data are presented on program changes from July 1, 1978 through June 30, 1979 by discipline specialties and Higher Education General Information Survey (HEGIS) code. Summary data on approved, terminated, or adjusted doctoral programs by state for public institutions and by institution or private institutions are included. A brief description of each program and the changes made in it are included. (SW)

ED 180 384 HE 012 121

Stalcup, Robert J. And Others

Legislation, Litigation and the Administration of Higher Education.

Pub Date-Nov 79

Note-48p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accountability, Administrative Personnel, Affirmative Action, Civil Rights, Civil Rights Legislation, *Collective Bargaining, *College Administration, College Faculty, Community Colleges, *Court Litigation, Educational Legislation, *Federal Legislation, Federal Regulation, *Higher Education, Junior Colleges, Labor Legislation, *Legal Responsibility, Privacy, Search and Seizure, Student Rights, Tenure, Torts

The effects of legislation, regulations, and case law on higher education administration is discussed, and projections are offered regarding tenure, collective bargaining, use of legal counsel, affirmative action, academic due process, torts, search and seizure, privacy, and the First Amendment. Ways in which administrators in colleges and universities may deal with critical issues growing out of legislation and litigation are addressed. The situation facing the college administrator is that courts and governmental agencies have far-reaching impacts upon policies, relationships, rules, and finances within educational institutions. The movement toward accountability is one of the reasons for increased court involvement and the resulting litigation in the communitv college environment. In a national survey covering the period 1973-75, state directors of community/junior college education were asked to respond to a questionnaire regarding the amount and type of state legislation affecting their areas of operation. The most critical areas influenced in the opinion of the respondents were fiscal support and management. Closely related to both of these areas were concerns about institutional growth and governance. The litigation issue has had the most impact on the community/junior colleges. In the last two decades the demand for community colleges to provide more programs in more areas has resulted in an increase in federal government involvement. (SW)

ED 180 385 HE 012 122

Alexander v. Yale: Collected Documents from the Yale Undergraduate Women's Caucus and Grievance Committee.

Yale Univ., New Haven, Conn.

Pub Date-78

Note-109p.; Not available in paper copy due to marginal legibility of original document ; Prepared by the Undergraduate Women's Caucus

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Compliance (Legal), *Court Litigation, Federal Legislation, Females, *Grievance Procedures, Higher Education, *Legal Responsibility, *Sex Discrimination, *Student Rights, Student Teacher Relationship, Undergraduate Students

Identifiers-Alexander v Yale University, *Sexual Harrassment, *Yale University CT

Papers concerning the lawsuit charging that Yale University condones sexual harassment of women students, Alexander v. Yale, have been compiled by the Yale Undergraduate Women's Caucus. The specifics of the case are described by Caucus publications and press releases. The suit, filed in July 1977 by four female undergraduates and one male professor, charges that the university condones sexual harassment of women students by not providing adequate grievance mechanisms to handle complaints and that this constitutes sex discrimination in violation of Title IX of the Education Amendments of 1972. The caucus views this as a class action suit, claiming that sexual harassment is widespread. Among the papers included are: deposition notices, memos, briefs, and related correspondence, as well as statements by the plaintiff and the Yale Undergraduate Women's Caucus. The court's ruling on motions to dismiss, and memorandum of decision are also included. The December 21, 1977 decision by a federal magistrate ruling that the lawsuit against Yale University may go forward to trial is also discussed. (SF)

ED 180 386 HE 012 123

Hull, W. Frank, IV And Others

The American Undergraduate, Off-Campus and Overseas: A Study of the Educational Validity of Such Programs. CIEE Occasional Papers on International Educational Exchange No. 20.

Council on International Educational Exchange, New York, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 77
Note-76p.; For related document see HE 012 125
Available from-Council on International Educational Exchange, 777 UN Plaza, New York, NY 10017 ($3.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-College Students, Educational Assessment, Evaluation Criteria, Evaluation Methods, Geographic Location, Higher Education, *International Educational Exchange, *Off Campus Facilities, *Program Effectiveness, Student Development, *Student Experience, *Study Abroad
Identifiers-*Nontraditional Education

Specific goals sought by a group of off-campus study program directors were identified in an effort to develop an appropriate instrument for assessing whether the student participants perceived these goals as having been actualized within themselves. An Individual Opinion Inventory was developed for this purpose. Students participating in overseas programs and domestic off-campus programs were surveyed. Variables that are considered include: demographic characteristics; previous off-campus experience; program characteristics; student attitudes; and consequences of the program. Student responses were gathered before and after the off-campus experiences. Statistical data are tabulated and comparisons of these responses are discussed. The results indicate that as a consequence of the students' educational experiences, many behavioral and attitudinal changes were apparent. Generally these changes involved an increased awareness of others, and of other cultures. The off-campus students tended to recommend their programs highly. It was also noted that no clear or general superiority of off-campus overseas programs was demonstrated over off-campus domestic programs in altering student-reported perceptions of the affective areas under consideration. It is suggested that more changes may have occurred during the domestic programs than during the overseas programs. Appended are lists of majors and minors, foreign locations, domestic locations, and higher education institutions represented in the sample. A bibliography is included. (SF)

ED 180 387 HE 012 124

McKeefery, William J.

Cooperative Arrangements; Between Private and Public Colleges. A Report on Current Practice and Recommendations for Policy.

American Association of State Colleges and Universities, Washington, D.C.

Spons Agency-Council for the Advancement of Small Colleges, Washington, D.C.; Ford Foundation, New York, N.Y.

Pub Date-78

Note-31p.

Available from-American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Affiliated Schools, *College Cooperation, *Consortia, *Cooperative Programs, Cost Effectiveness, Educational Economics, Exchange Programs, Guidelines, Higher Education, Institutional Characteristics, *Private Colleges, Regional Cooperation, Shared Facilities, *Shared Services, *State Colleges

Cooperative arrangements between public and private higher education institutions are examined through a review of the relevant literature and survey of various campus programs. Three types of private-public cooperative groupings were identified. Type A is the informal partnership of two or three institutions in geographical proximity. A total of 65 such partnerships were found. Type B, the largest and fastest growing, is the regional urban cluster of institutions currently numbering 73. Type C is a distinct category in which institutions are linked by special purpose such as international interests or a unique research facility. Descriptions of three Type A examples, four Type B examples, and three Type C examples are included. The ten most frequently reported cooperative activities are cross-registration, coordinated student advisement, faculty exchange, visiting scholars, shared classroom facilities, joint majors and degrees, library use, faculty development, community events, and loaned administrators. Management, financing, budgets, and cost benefit information is reported along with the accomplishments and the mistakes encountered in private-public partnerships. A set of guidelines for state and national policy are offered concerning governance, student success, management efficiency, program quality, incentive systems, research, leadership, and information dissemination. A list of institutional groups by state or larger area in which private and public members are represented is included. (Author/SF)

ED 180 388 HE 012 125

Abrams, Irwin Heller, Francis H.

Evaluating Academic Programs Abroad: The CIEE Project. CIEE Occasional Papers on International Educational Exchange No. 21.

Council on International Educational Exchange, New York, N.Y.
Pub Date-Feb 78
Note-16p.; For related document see HE 012 123
Available from-Council on International Educational Exchange, 777 UN Plaza, New York, NY 10017
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Quality, Evaluation Criteria, *Evaluation Methods, Exchange Programs, Foreign Countries, Higher Education, International Education, *International Educational Exchange, *Program Effectiveness, Standards, Student Experience, *Study Abroad
Identifiers-*Council on International Educational Exchange, Self Evaluation (Groups)

The evaluation of overseas educational programs for U.S. students by the Council on International Educational Exchange (CIEE) is discussed. The history of the CIEE is reviewed from its beginnings in 1947 when its members were national programming agencies concerned with making travel arrangements for summer programs. As the CIEE grew in membership, the concern for distinguishing among programs and maintaining quality programs deepened, leading to the development of the CIEE Evaluation Service in 1972. The purpose of the evaluation service is to establish means for quality control through which member institutions could help one another improve their programs. To participate, an institution first undergoes self-study according to the CIEE guide. This self-study is followed by a site visit from CIEE. Each visiting team from CIEE submits two reports on the educational program. A technical report, solely for the use of the team members, contains no substantive findings about the specific programs. Reports are also prepared for the participating institutions. Included in the reports to the institution are a brief description of the program; a schedule of the visit; a summarized evaluation of the program, setting forth recommendations and responses; and a section-by-section analysis of the program. The effectiveness of the CIEE evaluation process is discussed and it is suggested that their reports enable institutions to improve the quality of the overseas educational experience. (SF)

ED 180 389 HE 012 126

College and University Admissions and Enrollment, New York State, Fall 1978.

New York State Education Dept., Albany. Information Center on Education.

Pub Date-79
Note-36p.; Not available in paper copy due to small print of original document
Available from-The University of The State Of New York, The State Education Department, Information Center on Education, Albany, NY 12234
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Admission, College Majors, Colleges, *College Students, Definitions, Degrees (Titles), *Enrollment Rate, Females, Graduate Study, *Higher Education, *Institutional Characteristics, Males, Private Colleges, Professional Education, Proprietary Schools, State Colleges, Undergraduate Study, Universities
Identifiers-Applicants, *New York

Information concerning college and university admissions and enrollment in New York State for fall 1978 is compiled in this document published annually by the New York State Education Department. Enrollment data are tabulated by type of institution, level of study, sex, institutional classification, attendance status, and credit/noncredit status. Information on applications received for undergraduate, first professional, and graduate programs is presented by type of institution, admissions status, and institutional classification. Definitions of the degree level terms used throughout the series of 19 data tables are also included. (SF)

Information Digest 1979. Postsecondary Education in California.
California State Postsecondary Education Commission, Sacramento.
Pub Date-79
Note-332p.
Available from-California Postsecondary Education Commission, 1020 12th Street, Sacramento, CA 95814
Pub Type- Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Academic Rank (Professional), Annual Reports, *College Faculty, Degrees (Titles), *Enrollment Rate, Expenditures, Females, Income, *Institutional Characteristics, Laws, Males, *Postsecondary Education, Private Colleges, Salaries, State Colleges, State Surveys, Statistical Data, *Student Characteristics, *Student Financial Aid, Summative Evaluation, Tenure, Test Results
Identifiers-*California, California State University and Colleges, University of California

Information concerning California's degree- or certificate-granting colleges and universities is presented in this document compiled by the California Postsecondary Education Commission. The digest, composed of charts, graphs, and diagrams, is directed toward the layperson and only summary information is included. Enrollment figures for 1974-1981 are presented for both public and private institutions by year, sex, level, full-time students, part-time students, ethnic group, and credit load. Information on degrees conferred by both public and private institutions is provided. Faculty rank, tenure status, and salary data are provided as well as information on other higher education staff at California schools. Operating income and expenditure budgets are included for community colleges, California State University and Colleges, and the University of California. Information is also presented on student financial aid programs. A series of graphs compares Scholastic Aptitude Test scores of California students with national scores. Appended is a discussion of California laws pertaining to the issuance of degrees by nonpublic entities. (SF)

ED 180 391 HE 012 128

Kraetsch, Gayla A.

Methodology and Limitations of Ohio Enrollment Projections. The AIR Professional File, No. 4, Winter 1979-80.

Association for Institutional Research.
Pub Date-79
Note-9p.
Available from-Association for Institutional Research, 314 Stone Bldg., Florida State University, Tallahassee, FL 32306
Pub Type- Information Analyses (070) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Students, Data Collection, Demography, *Enrollment Projections, Full Time Students, Higher Education, Institutional Research, Measurement Instruments, Models, Part Time Students, *Predictor Variables, *Research Methodology, *State Colleges, *Statewide Planning
Identifiers-*Ohio

Two quantitative enrollment projection techniques and the methods used by researchers at the Ohio Board of Regents (OBR) are discussed. Two quantitative approaches that are typically used for enrollment projections are curve-fitting techniques and causal models. Many state forecasters use curve-fitting techniques, a popular approach because only historical data are required. If enrollment trends are unstable, however, curve-fitting techniques are less useful and may be inappropriate. Causal models look at cause and effect relationships between independent factors and enrollment patterns. In Ohio, enrollment projection through 1992 for public higher education institutions is based on a dual approach. One, based on demographic information, is the Demographic Simulation of Ohio (DS), and the other, the Regents Enrollment Forecasting System (REFS), is based on high school graduate pools by county, matriculation rates, institutional market shares, and historical enrollment patterns in public postsecondary institutions in Ohio. A description of these methods and their advantages and disadvantages are provided. Comparison of full-time and part-time projections is also discussed. (SW)

ED 180 392 HE 012 132

Age Group and Sex of Students, Fall 1978. State University of New York. Report Number 8-79.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

Pub Date-Oct 79

Note-152p.; For related document see HE 012 133

Available from-State University of New York, Office of Institutional Research and Analytical Studies, Albany, NY

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Age Groups, College Freshmen, *College Students, Comparative Statistics, *Enrollment Rate, Females, Full Time Students, Graduate Students, Higher Education, Institutional Research, Males, Part Time Students, *Sex (Characteristics), *State Colleges, State Universities, Statistical Data, Student Characteristics, Undergraduate Students

Identifiers-*State University of New York

Comprehensive data on the age grouo and sex of students attending the State University of New York are presented. Twenty-two statistical tables contain summary data for the entire system and each institutional type within the system. Seventy-seven tables contain headcount arrays of students by age group, sex, graduate and undergraduate enrollment level, and full-time and part-time enrollment for each individual institution of the system. Twenty-seven tables contain summarized historical trend data on all students from fall 1974 through fall 1978 and additional trend data on first-time, full-time students from fall 1975 through fall 1978. All of the later data is presented as percent distributions. Data are also presented on the age group of first-time full-time students at each state university institution during the fall of 1978. Additionally, there is a map locating the institutions of the state university. (SW)

ED 180 393 HE 012 133

Geographic Origins of Students, Fall 1978. Report Number 2-79.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

Pub Date-Nov 79

Note-356p.; For related document see HE 012 132

Available from-State University of New York, Office of Institutional Research and Analytical Studies, Albany, NY

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-*College Students, Comparative Statistics, Enrollment Rate, Full Time Students, *Geographic Location, Higher Education, *State Colleges, State Surveys, State Universities, Statistical Data, Trend Analysis

Identifiers-*Instate Students, New York, Out of State Students, *State University of New York

The results of the annual survey of the geographic origins, or permanent residences, of students attending institutions of the State University of New York during the fall 1978 term are presented. The report includes all credit course students and all institutions of the State University system. Part one of the report contains summary data for the complete State University system. Data are provided by student level, institution, and institutional type regarding students who come from the institution's area of location, who come from New York but outside of the institution's area of location, who come from other states, and who come from foreign countries. Systemwide data on student level, load, and permanent residence are presented. Part two contains tables for each institution that display the institution's enrollment by student level, load, and permanent residence. Part three contains separate tables for each New York State county and a table listing the permanent residences of students from outside of New York State. Part four contains a trend table from 1959 through 1978. Data are provided by individual institution and institutional type regarding the percent of the institution's full-time students who come from various types of locations. A publications list and map of state universities are included. (SW)

ED 180 394 HE 012 135

Malone, Pat

Creating New Allied Health Programs: Considerations and Constraints.

Southern Regional Education Board, Atlanta, Ga.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date-79

Note-30p.

Available from-Southern Regional Education Board, 130 Sixth St., N.W., Atlanta, GA 30313

Pub Type- Information Analyses (070) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accreditation (Institutions), Associate Degrees, Bachelors Degrees, *Clinical Experience, *College Curriculum, *Curriculum Development, Educational Finance, Educational Planning, *Health Occupations Education, Higher Education, Masters Degrees, *Program Development

Identifiers-*Allied Health Occupations Education

Factors that distinguish the health disciplines from the traditional and career-oriented disciplines, trends that will affect the allied health disciplines, and considerations for the development of new allied health education programs are considered. Topics of consideration include: start-up and continuation costs, advantages and disadvantages of outside funding, professional accreditation, certification, state licensure, faculty, teaching loads and clinical programs, administrative placement of allied health programs, facilities and equipment, clinical affiliations, planning, and projecting enrollment and recruitment. Allied health programs are offered at associate degree, baccalaureate, and master's levels. It is noted that clinical education is the unique characteristic of the health disciplines, and that allied health educational programs are expensive to initiate and to maintain. In the future the emphasis in allied health education will be increasingly on quality rather than quantity. (SW)

ED 180 395 HE 012 136

O'Connell, William R., Jr. Smartt, Steven H.

Improving Faculty Evaluation: A Trial in Strategy. A Report of the SREB Faculty Evaluation Project.

Southern Regional Education Board, Atlanta, Ga.
Spons Agency-Carnegie Corp. of New York, N.Y.; Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-79
Grant-G007701123
Note-43p.
Available from-Southern Regional Education Board, 130 Sixth St., N.W., Atlanta, GA 30313
Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Case Studies, *College Faculty, Community Colleges, Evaluation Criteria, Faculty Development, *Faculty Evaluation, Higher Education, Private Colleges, Program Descriptions, *Program Evaluation, *Regional Programs, *Southern Schools, State Colleges
Identifiers-Outcomes of Education, Southern Regional Education Board

The outcomes of the Faculty Evaluation Project of the Southern Regional Education Board are reviewed. The project sought to promote principles of comprehensive, systematic faculty evaluation. During an 18-month period, the project worked closely with 30 institutions to assist them in developing such programs. Regional aspects of the project, the process of improving evaluation, and conclusions about outcomes are discussed, and case summaries from 30 institutions are presented. The brief descriptions of institutional experiences in the project include reports from two public community colleges, two state-supported four-year liberal arts colleges, two private master's level institutions, and a comprehensive public university in an urban setting. Examples are from Austin College, Austin Community College, Jackson State Community College, Mary Washington College, Mississippi College, University of Arkansas at Pine Bluff, and Virginia Commonwealth University. A report of the project evaluation by Jon F. Wergin, Albert B. Smith, and George E. Rolle is also included. A list of participating institutions, project consultants and resource persons, and references are appended. (SW)

ED 180 396 HE 012 137

Fadil, Virginia Ann Minter, W. John

1979 Fall Enrollment at Independent Colleges and Universities. Public Policy Monograph Series, Volume I, Issue II, December 1979.

National Association of Independent Colleges and Universities, Washington, D.C. National Inst. of Independent Colleges and Universities.
Pub Date-Dec 79
Note-29p.
Available from-Office of Research, NIICU, 1717 Massachusetts Ave., N.W., Suite 503, Washington, DC 20036 ($1.50)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Freshmen, Comparative Statistics, *Enrollment Rate, Enrollment Trends, *Graduate Students, *Higher Education, Junior College Students, *Private Colleges, Surveys, Transfer Students, *Undergraduate Students, Universities

This third annual survey of the fall enrollment at independent colleges and universities is designed to provide timely information for college presidents and policy-makers. The study utilized the national sample of the Minter-Bowen study, expanded in 1977 to include research universities and two-year colleges. This stratified sample of 135 institutions represents a universe of 1,157 institutions, or all of the independent sector, except autonomous professional schools. The response rate was 100 percent. The following information is presented: freshman headcount enrollment; undergraduate, graduate, and first professional headcount enrollment; percent change in transfer student (excluding freshman) headcount enrollment; and total headcount enrollment. Findings include the fact that freshman headcount increased moderately in fall 1979, up 2.6 percent from fall 1978. Major increases were found at two-year colleges. Graduate student enrollment increased, but a shift in enrollments appears to be occurring that may have the effect of consolidating more students in fewer programs. There was no change in first professional headcount enrollment, and transfer student enrollment increased by nearly 10 percent. Overall, total headcount enrollment has continued to increase, up 1.5 percent from fall 1978. (SW)

ED 180 397 HE 012 141

Women's Centers: Where Are They? Revised.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date-79

Note-24p.; Contains the insert "Centers for Research on Women"

Available from-Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, Adult Students, College Students, Counseling Services, Directories, *Females, *Guidance Centers, Guides, Higher Education, Publications, Research Projects, *Resource Centers, School Community Programs, *Womens Studies

This publication on women's centers provides a brief overview, information sources on women's centers, a listing by state of women's centers, and a listing and description of centers for research on women. It updates a 1975 listing of women's centers and focuses primarily on campus women's centers, as well as some community women's centers and organizations that may have some link with a college community. YWCA student associations are also included. The degree of diversity among the centers is striking, but all attempt to provide services for and about women. Some centers are highly academic, others are service-oriented, and others are primarily concerned with social and political change. Some focus on serving the typical (18-22-year-old) undergraduate woman, while others focus on serving faculty, staff, community, or re-entry women. Their activities are varied and include services such as counseling, continuing education, workshops, women's studies classes, resource centers, and child care. (SW)

ED 180 398 HE 012 142

Yglesias, Kenneth D. Krauskopf, Daniel
The Fulbright Program in Israel.
Pub Date- 79
Note-12p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cooperative Programs, *Educational Counseling, Foreign Countries, Higher Education, International Education, *International Educational Exchange, *Student Exchange Programs, *Study Abroad
Identifiers-Fulbright Act 1944, *Israel, *Philanthropic Foundations, United States Israel Educational Foundation

An overview of the United States-Israel Educational Foundation is presented. The aim of the foundation is to support educational exchange activities between Israel and the United States. The three primary means of achieving this interchange are: support for the broadening of individual skills in specific areas of learning; strengthening the institutions of higher learning in both countries; and reinforcement of the linkages between the academic communities of both countries. The program that serves the largest number of actual or potential students is the student counseling component. The primary program focus is exchange of scholars as articulated by the Fulbright Act of 1944 and the Fulbright-Hays Act of 1961. The organization of the foundation, which is housed in the United States Embassy in Tel Aviv, and the nature of U.S. Government involvement are outlined. (SW)

ED 180 399 HE 012 143

Svensson, Allan

On Equality and University Education in Sweden. Reports from the Institute of Education University Goteborg, No. 89.

Goteborg Univ., Molndal (Sweden). Inst. of Education.
Spons Agency-National Swedish Board of Universities and Colleges, Stockholm.
Pub Date-Dec 79
Note-9p.
Available from-Institute of Education, University of Goteborg, Fack S-431 20 Molndal, Sweden
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Access to Education, Degrees (Titles), Equal Education, *Family Influence, Foreign Countries, *Higher Education, Intelligence, Motivation, Professional Education, *Social Class, *Socioeconomic Influences, Student Characteristics, Undergraduate Study
Identifiers-*Sweden

The effect of various socioeconomic factors on students' choice of and success in different types of postsecondary education programs in Sweden is discussed in an effort to determine if discrepancies exist regarding participation in university studies. Data were collected from school records, personal background surveys, intelligence tests, standard achievement tests, and student questionnaires. The survey population included a ten percent sample of all Swedes born in 1948. By 1976 approximately one-fifth of these individuals had entered some form of postsecondary education. About 40 percent of those who had enrolled in such programs had also completed an academic degree from a university or other institution of higher education. A total of 34 percent of the children from academic homes had completed postsecondary degrees. The corresponding percentage from working class homes was four percent, indicating that one is more likely to achieve an academic degree if one comes from a similarly educated background. An examination of the professional degree programs such as medicine and dentistry indicates that about eight percent of the children from academic homes had completed one of these programs compared with less than 0.2 percent of the children from working class homes. It is concluded that socially-conditioned educational gaps still exist in Sweden. (Author/SF)

ED 180 400 HE 012 145

Emery, James C., Ed.

The Reality of National Computer Networking for Higher Education. Proceedings of the 1978 EDUCOM Fall Conference. EDUCOM Series in Computing and Telecommunications in Higher Education 3.

Pub Date-78
Note-102p.; Proceedings of the EDUCOM Fall Conference (Washington, DC, November 14-16, 1978)
Available from-EDUCOM, Interuniversity Communications Council, Inc., P.O. Box 364, Rosedale Road, Princeton, NJ 08540
Pub Type- Collected Works - Proceedings (021) - Books (010)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Computers, *Cooperative Programs, Cost Effectiveness, Data Bases, Decentralization, Dial Access Information Systems, *Electronic Data Processing, *Higher Education, *Information Networks, Systems Development, *Time Sharing
Identifiers-*Interuniversity Communications Council

A comprehensive review of the current status, prospects, and problems of computer networking in higher education is presented from the perspectives of both computer users and network suppliers. Several areas of computer use are considered including applications for instruction, research, and administration in colleges and universities. In the opening chapter, William F. Miller discusses the role that computer networking is likely to play in higher education. He notes that a national network often can provide cost-effective specialized services more easily than can individual institutions and is able to offer a wider variety of services than is available at any single computer center. In succeeding chapters, Ronald Segal reports the results of an extensive research project on networking that included the simulation of a national network serving higher education and research. Early experiences of the EDUNET network are discussed by Paul S. Heller, and Robert H. Scott examines important facets of the EDUNET Business Plan. Conference workshops on policy issues in networking, facilitating services for networking, and network resources are discussed by William F. Massy, Tad Pinkerton, and Barry L. Berman in the concluding chapters. (Author/SF)

ED 180 401 HE 012 146

Russell, C. Neil And Others

Post-High School Outcomes of Manitoba High School Students.

Manitoba Dept. of Education, Winnipeg. Planning and Research Branch.

Pub Date- 78

Note-190p.; A joint project of the Department of Education and the Department of Labour and Manpower for the Manitoba Post-Secondary Research Reference Committee; Some light type

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Articulation (Program), *Aspiration, College Attendance, *College Students, *Followup Studies, Foreign Countries, Graduate Surveys, Higher Education, *High School Students, Occupational Surveys, Questionnaires, Seniors, Socioeconomic Status, *Vocational Followup

Identifiers-*High School Seniors, Manitoba, *Outcomes (of Education)

A followup was conducted of 5,000 Manitoba, Canada, students who were part of a sample of approximately 11,000 twelfth-grade students who had been surveyed between 1971-72 and 1976-77 regarding their postsecondary aspirations and plans. Responses were obtained from about 3,000 of the 5,000 students. Data are presented on post-high school activities, grade 12 postsecondary aspirations and plans and actual outcomes, factors influencing students' post-high school decisions, socioeconomic status and post-high school outcomes, goals for attending postsecondary education, financing of postsecondary education, and labor market outcomes. Information is presented on the background of the study, the study methodology, and background characteristics of the study sample. A

bibliography and sample post-high school outcomes questionnaire are included. (SW)

ED 180 402 HE 012 147

Russell, Robert E. Block, Roxana L.

On-Line Purchasing/Accounts Payable at the University of Michigan.

Pub Date-2 May 79
Note-15p.; Paper presented at the College and University Machine Records Annual Conference (24th, Indianapolis, IN, April 29-May 2, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Administration, *Computer Oriented Programs, Data Bases, *Electronic Data Processing, Higher Education, *Management Information Systems, Program Descriptions, *Purchasing, *School Accounting
Identifiers-*University of Michigan

An integrated data base system providing online services to purchasing and accounts payable, which was implemented at the University of Michigan, is described. The system was designed to use online IMS transactions for data entry and inquiry and IMS batch reporting programs. With the implementation of the system, departmental and vendor inquiries are answered more quickly and with greater accuracy, and invoices are paid more promptly. There is more rigorous control and application of credit memos on a university-wide basis, and the accumulation of statistical data has provided management the tools necessary to direct the efforts and measure results in purchasing and accounts payable. Duplicate files have been eliminated, and clerical effort has been substantially reduced. The security and controls built into the system have made unauthorized purchases and payments much more difficult. Data base and file descriptions and an overview of the way the system works are presented. A schematic diagram cf the system is included. (SW)

ED 180 403 HE 012 148

Thomas, James S.

The Intentional Development of the Black Ministry. Occasional Papers No. 29, December 2, 1979.

United Methodist Church, Nashville, Tenn. Board of Higher Education and Ministry.

Pub Date-2 Dec 79

Note-9p.

Available from-The United Methodist Center, Board of Higher Education and Ministry, The United Methodist Church, P.O. Box 871, Nashville, TN 37202

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Black Colleges, *Black Role, *Blacks, *Churches, *Church Related Colleges, Church Role, *Clergymen, Higher Education, Minority Groups, *Religion, Religious Organizations, Theological Education

Identifiers-*United Methodist Church

The ethnic minority local church and its role in the Methodist ministry is discussed in an effort to emphasize the importance of strengthening Methodist ties with the black community. The black religious heritage and its historical relationship to the Methodist church are also discussed. It is suggested that church boards and agencies should institute policies that focus on the development of ethnic minority churches and the black ministry. A wide range of research including case studies, action research, participant observation, attitudinal research, and personal interviews is recommended to help the Methodist church develop a stronger black ministry. It is also suggested that the ministry attempt to develop contacts with the traditionally black colleges and all black seminarians and preministerial students. The intentional development of the black Methodist ministry is suggested as an important topic that should be included on the agenda of the 1980 General Conference of the Methodist Church. (SF)

Newsom, Barbara Y., Ed. Silver, Adele Z., Ed.
The Art Museum as Educator: A Collection of Studies as Guides to Practice and Policy.
Spons Agency-Edward John Noble Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; National Endowment for the Arts, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.; Rockefeller Bros. Fund, New York, N.Y.
Pub Date-28 Mar 78
Note-830p.
Available from-University of California Press, 50 East 42nd Street, Room 513, New York, NY 10017 ($14.95, paperback; $35.00, clothbound)
Pub Type- Books (010) - Reference Materials - Directories/Catalogs (132) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-Art Activities, Art Appreciation, *Art Education, Artists, *Arts Centers, Case Studies, Classroom Materials, Colleges, Elementary Schools, Elementary Secondary Education, Higher Education, *Museums, Personnel, Relevance (Education), Secondary Schools, Teachers, Universities, Use Studies, *Visual Arts
Identifiers-*Museum Studies

The need for a course of study to prepare museum educators for their work resulted in this book of reports and case studies in museum education. Conceived during a meeting of the Council on Museum Education in 1972, the project was supported by grants from the National Endowment for the Arts in Washington, D.C., federal agencies, and several private foundations. Responsibility for the project was assumed by the Cleveland Museum of Art. A total of 105 programs from 71 institutions were selected to: (1) describe the state of visual arts education in the 1970s as practiced in museums, schools, and community organizations; (2) explain the ideas behind these programs and the techniques used by the various educators; and (3) make clear the possibilities and limitations of museums as educational institutions. Methods of study were surveys given to each program director (which appear in Appendix II), interviews, and observations. Contents include an introductory discussion on how to use this book, issues in art museum education, and the methodology involved in this project. Chapters fit into three major categories: The Art Museum and Its General Public; The Art Museum and College, University, and Professional Audience; and The Art Museum and the Young, Their Teachers, and Their Schools. Appendices give information about the institutions and programs surveyed for this study. An extensive index is provided listing institutions, ideas, people, and program titles mentioned in the study. (LC)

ED 180 405 HE 012 151

Alabama Higher Education. The 1979 Special and Regular Sessions: A Summary of Legislation and Appropriations.

Alabama State Commission on Higher Education, Montgomery.
Pub Date-Aug 79
Note-31p.
Available from-Alabama Commission on Higher Education, Suite 221, One Court Square, Montgomery, AL 36104
Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Budgeting, Educational Finance, *Educational Legislation, *Higher Education, *School Funds, *State Aid, State Boards of Education, State Government, *State Legislation, Tax Support
Identifiers-*Alabama

A synopsis is presented of Alabama higher education-related legislation that gained approval and a detailed analysis of the 1979-80 appropriations for higher education is provided. Both special and regular sessions of the 1979 Alabama Legislature are covered. During the regular session, from April 17, 1979 through July 30, 1979, only 12 of approximately 91 education-related bills introduced were passed into law. Among the more notable bills passed was a bill to strengthen the regulatory authority of the Alabama Commission on Higher Education. (SW)

Study Abroad: International Scholarships, International Courses. Vol. XXII, 1979-1980, 1980-1981.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-78

Note-716p.

Available from-UNESCO, 7 Place de Fontenoy, 75700 Paris, France ($9.25)

Language-French; Spanish; English

Pub Type- Reference Materials - Directories/Catalogs (132) - Guides - Non-Classroom (055) - Books (010)

Document Not Available from EDRS.

Descriptors-College Students, *Course Descriptions, Eligibility, Higher Education, *International Education, *International Programs, International Studies, *Scholarships, *Study Abroad

Identifiers-*Applicants

Details of over 200,000 opportunities for transnational study are presented. Scholarships and/or courses that are particularly appropriate for multinational participation are listed. The two-part guide reports opportunities by name of the sponsoring or administering body and in separate sections for international organizations and national institutions. Many of the national scholarship sections also provide a brief introductory note giving details of academic, language, financial, and other requirements and information facilities of interest to prospective applicants. A system of serial numbering permits identification of individual offers and reference from the indexes of institutions and subjects of study which appear at the end of the volume. Within the scholarship sections offers are grouped, as appropriate, with the following main subject categories: general, education, science and technology, social and human sciences, arts, librarianship and documentation, and communication. (Author/PHR)

ED 180 407 HE 012 153

Accountability of Educational Institutions for Federal Funds and the Effectiveness of Federal Audits. Hearings Before a Subcommittee of the Committee on Government Operations, House of Representatives, Ninety-Sixth Congress, First Session. (July 17, 18, and 19, 1979).

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

Pub Date-Jul 79
Note-266p.; Not available in paper copy due to marginal legibility
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Accountability, Compliance (Legal), Contracts, Educational Finance, *Federal Aid, Federal Regulation, Government Role, Government School Relationship, Grants, Health, Hearings, Higher Education, Medical Research, *Program Administration, *Research Projects, *Scientific Research
Identifiers-*Audits, Department of Health Education and Welfare, General Accounting Office, Harvard University MA, Johns Hopkins University MD, *National Institutes of Health, Office of Management and Budget

Hearings of the House of Representatives Subcommittee on Government Operations on how educational institutions that receive federal grants and contracts for health research and other restricted purposes account for the use of the funds are presented. The hearings also examined the quality and effectiveness of federal financial audits, which are the principal tool used by the government to ascertain that the funds have been spent for the intended purposes. Testimony is presented from the General Accounting Office, two research scientists who have had personal experience with the management of National Institutes of Health (NIH) grant funds in major universities, the Department of Health, Education, and Welfare (HEW), the Office of Management and Budget (OMB) and spokesmen for the academic institutions and the research community. Among the topics addressed are the following: OMB's revised Circular A-21 (Cost Principles for Educational Institutions), management of NIH grants by the Harvard School of Public Health and the department of biology at Johns Hopkins University, and the role of the HEW Audit Agency. (SW)

ED 180 408 HE 012 154

Hollander, Patricia A.

A Legal Bookshelf for Administrators. AAUA-ERIC/Higher Education Administrator's Update. Volume 1, Number 2, Fall 1979.

American Association of University Administrators, Oneonta, N.Y.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Note-9p.

Available from-American Association of University Administrators, P.O. Box 536, Oneonta, NY 13820 ($.50)

Pub Type- Reference Materials - Bibliographies (131) - Guides - Non-Classroom (055) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Personnel, Annotated Bibliographies, *College Administration, *Court Litigation, *Federal Regulation, *Higher Education, Information Sources, *Legal Responsibility, *Legislation, Legislative Reference Libraries, Reference Books

Identifiers-Information Analysis Products

A bibliography of legal references for administrators of higher education institutions is presented. Examples of the kinds of printed works available include: books providing a basic general overview of the major legal issues affecting higher education; updating reporter services, newsletters, yearbooks and journals that provide current information about new legislation, regulations, and court decisions in general; and specialized publications. Specialized topical publications include those in the following areas: U.S. Supreme Court and education, students' rights and due process, student admissions and affirmative action, student records and the Buckley Amendment, student press, sports, copyright, Rehabilitation Act of 1973, faculty, women's rights, fair employment practices and affirmative action, unemployment compensation, faculty unions, business, government research contracts and grants, taxation, charitable trusts, investment policies, risk management, and computer search processes. (SW)

ED 180 409 HE 012 155

The Minority Woman in America: Professionalism at What Cost. Proceedings of a Conference at the University of California (San Francisco, March 16-18, 1979).

California Univ., San Francisco.
Spons Agency-Health Resources Administration (DHEW/PHS), Rockville, Md. Office of Health Resources Opportunity.
Pub Date-Mar 79
Contract-230-76-0269
Note-93p.
Available from-Program for Women in the Health Sciences, University of California, San Francisco, CA
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Civil Rights, *Females, Feminism, *Health Occupations, Health Services, Higher Education, Medicine, *Minority Groups, *Professional Education, *Professional Recognition, Public Policy, Racial Discrimination, Role Conflict, *Sex Discrimination, Working Women

Proceedings from a conference on minority women in the health sciences are compiled. The conference participants included social scientists, nurses, health educators, physicians, and academic administrators representing institutions and programs throughout the United States. The role of minority women as health care providers was addressed as well as the problems and concerns of minority professional women. The goals of the conference included: assessment of the current state of research and knowledge about professional minority women's experiences, identification of areas for further research, compiling of recommendations, and creating an atmosphere where minority women and men professionals could meet and discuss one another's work and exchange ideas. The following papers are included: "Making Ourselves Visible: Evolution of Career Status and Self-Image of Minority Professional Women" (Sharon Collins); "The Nature of Professional Training for Minority Women: An Overview" (Vicki Alexander); "Culture Conflicts In Professional Training of Minority Women" (Jewelle Taylor Gibbs); "Being A Minority Professional Woman" (Loma K. Flowers); "Recommendations and Research Issues" (Cecilia Preciado Burciaga); "Directions in National Health Policy: Implications for the Participation of Minority Women in Medicine" (Gleoria Bradley-Sapp); and "Minority Professional Women: The Creative Tension" (Margaret B. Wilkerson). A conference agenda, bibliography, list of conference participants, and conference evaluations are included. (SF)

ED 180 410 HE 012 158

Brown, W. Rex Coleman, D. R.

Student Perceptions of the Collegiate Environment at Florida Technological University: An Assessment of the Strengths and Weaknesses of the Collegiate Environment.

Florida Technological Univ., Orlando.

Pub Date-Jan 75

Note-39p.

Available from-Division of Student Affairs, Florida Technological University, P.O. Box 25000, Orlando, FL 32816

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitude Tests, *College Environment, *College Students, Higher Education, Peer Relationship, Self Evaluation, *Student College Relationship, *Student Evaluation of Teacher Performance, *Student Reaction, *Student Teacher Relationship

Identifiers-*Florida Technological University

The Florida Technological University Campus Environment Study was undertaken in 1973 to determine the student body's perception of the collegiate environment. Information was provided on the seven college and University Environment Scales, which concerned the following areas: practicality, community, awareness, propriety, scholarship, campus morale, and quality of teaching and faculty-student relationship. The study population was 571 students attending day classes at the main campus during spring quarter, 1973. The main study group were undergraduates; however, graduate students from the colleges of business administration, education, and social sciences were included. Students generally viewed the faculty as contributing directly to many of the positive facets of the collegiate environment. Faculty were judged as well qualified, dedicated, and highly respected by the students. Pure scholarship and basic research were not seen to be emphasized at the university. Students viewed program offerings as designed to make students more practical and realistic. Students believed that a friendly atmosphere exists on the overall campus. Students viewed themselves as showing caution in their behavior, valuing assistance from others, sharing their problems, and being happy and casual. Environmental characteristics associated with peer group spirit and group involvement were viewed to be at a minimum. (SW)

ED 180 411 HE 012 162

Lundberg, Kristine, Comp.

Tertiary Education in Australia: A Bibliography.

South Australian Council for Educational Planning and Research, Adelaide.
Pub Date-May 79
Note-18p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Admission Criteria, Articulation (Program), *College Administration, College Admission, *College Faculty, Colleges, Community Colleges, Continuous Learning, Educational Finance, Educational Policy, External Degree Programs, *Foreign Countries, Migrant Education, Political Issues, *Postsecondary Education, Student Financial Aid, *Teacher Education, Teacher Salaries, Teacher Supply and Demand, Technical Education, Universities
Identifiers-*Australia

A bibliography on tertiary education in Australia is presented. The following topics are included: tertiary education of aborigines; academic salaries; colleges of advanced education; community colleges; the constitutional and legal basis of education; courses and awards; educational policy and the politics of education; entrance requirements; external studies; migrant education; open university; recurrent and lifelong education; teacher education in New South Wales, Queensland, Victoria, and Western Australia; teacher supply and demand; technical and further education; tertiary administration; tertiary education in New South Wales, Queensland, South Australia, Tasmania, Victoria, and Western Australia; finance in tertiary administration, advanced education, technical and further education, and universities; history of tertiary education; tertiary students; tertiary student assistance; transition from school to further study; and universities in Victoria. (SW)

ED 180 412 HE 012 163

Abbott, Lawrence S.

Film and Values in the Liberal Arts Curriculum.

Pub Date-May 79
Note-14p.; Paper presented at the Medgar Evers College (CUNY) Faculty Development Workshop (New York, NY, May 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beliefs, *College Curriculum, Critical Thinking, Decision Making, Film Criticism, *Films, Higher Education, Humanistic Education, Human Living, Individual Development, *Liberal Arts, Problem Solving, *Self Concept, Student Attitudes, *Student Development, *Values

The role of values clarification and self-concept development, which are important issues in liberal and humane education, are identified, and it is suggested that the use of film in a class can emphasize values processing and clarification. Film is a medium that can clearly illustrate conflicts and problems in human relationships and the complex problems of choice and consequence in human affairs. Cinematic exposure to personal experience that might not otherwise be encountered may enhance value clarification. Examining the choices and both positive and negative consequences portrayed in human situations by films may guide a student in the process of choosing values and in understanding the probable consequences attendant on any choice. The area of values and beliefs are viewed as important to intellectual changes that are possible for students to attain. Since students will be faced with many value choices in their lives, the ability to think, choose, evaluate, and act is crucially important. A part of successful learning and growth is linked to attitude and beliefs about the self, and value confusion and negative self-concept can lead to inappropriate choices and an ignorance of potential consequences. Two films that are pertinent to values clarification, Elia Kazan's ``A Face in the Crowd'' and Sembene Ousmene's ``Mandabi,'' are discussed. (SW)

ED 180 413 HE 012 164

Ontario University Benefits Survey. Part I (All Benefits Excluding Pensions). December 1, 1979.

University of Western Ontario, London.

Spons Agency-Council of Ontario Universities, Toronto.

Pub Date-1 Dec 79

Note-65p.; For related document see HE 012 165; Sponsored in part by the Ontario Association of University Personnel Administrators and the Ontario Confederation of University Faculty Associations

Available from-Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4, Canada

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Faculty, Compensation (Remuneration), Foreign Countries, *Fringe Benefits, *Health Insurance, Higher Education, *Leave of Absence, *Personnel Policy, *Sabbatical Leaves, Surveys, Teacher Welfare, Teaching Benefits

Identifiers-Brock University (Canada), Carleton University (Canada), Lakehead University (Canada), Laurentian University (Canada), McMaster University (Canada), *Ontario, Queens University of Kingston (Canada), University of Guelph (Canada), University of Ottawa (Canada), University of Toronto (Canada)

Results of a survey of benefits (excluding pensions) provided by Ontario universities are presented. Responses are presented by university concerning the following aspects of general benefits: administration and insurance plans, communication of benefits, proposed changes in benefits, provision of life and dismemberment insurance, and maternity leave policy. Information is presented on the other following benefits: Ontario Health Insurance Plan, supplementary health insurance, long-term disability, sick leave entitlement, sick leave benefits continuance, long-term disability benefits continuance, life insurance, survivor benefit, dental plan, post-retirement benefits, vacation entitlement, sabbatical leave policies, housing loan (mortgage) policies, free tuition policies, parking policies, and access to athletic facilities. Data are provided for the following universities: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, McMaster University, University of Ottawa, Queen's University, Ryerson, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (SW)

ED 180 414 HE 012 165

Ontario University Benefits Survey. Part II (Pensions). December 1, 1979.

University of Western Ontario, London.
Spons Agency-Council of Ontario Universities, Toronto.
Pub Date-1 Dec 79
Note-42p.; For related document see HE 012 164 ; Sponsored in part by the Ontario Association of University Personnel Administrators and the Ontario Confederation of University Faculty Associations
Available from-Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4, Canada
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Faculty, *Compensation (Remuneration), Death, Eligibility, Foreign Countries, *Fringe Benefits, Higher Education, Surveys, *Teacher Retirement, *Teacher Welfare, *Teaching Benefits
Identifiers-Brock University (Canada), Carleton University (Canada), Lakehead University (Canada), Laurentian University (Canada), McMaster University (Canada), *Ontario, *Pensions, Queens University of Kingston (Canada), University of Guelph (Canada), University of Ottawa (Canada), University of Toronto (Canada)

Results of a survey of pension plans in Ontario universities are summarized according to type of plan, eligibility, member and university contributions, and benefits. Benefits for normal retirment, early retirement, termination, and death are presented. Death benefits are outlined for before retirement, after retirement, and by model pension calculation. Pension plans are described in terms of money purchase, money purchase with minimum guarantee, and defined benefit. Pension benefits include variable annuity, fixed annuity, life only, life guaranteed 60 months, and joint and last survivorship. Data are provided for the following universities: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, McMaster University, University of Ottawa, Queen's University, Ryerson, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (SW)

ED 180 415 HE 012 167

Campbell, Clarice T. Rogers, Oscar Allan, Jr.
Mississippi: The View from Tougaloo.
Spons Agency-Jackson State Univ., Miss.
Pub Date-79

Note-276p.
Available from-University Press of Mississippi, 3825 Ridgewood Road, Jackson, MS 39211
Pub Type- Books (010) - Historical Materials (060)
Document Not Available from EDRS.
Descriptors-American History, *Black Colleges, *Black Education, Black Students, *Church Related Colleges, College Administration, *Educational History, Higher Education, Presidents, *Reconstruction Era, United States History
Identifiers-American Missionary Association, *Tougaloo College MS

The historical development of Tougaloo College in Mississippi, beginning with its inception in 1869, is examined. The founding body of the college was the American Missionary Association, which responded to the educational needs of the newly emancipated blacks immediately following the end of the Civil War. The account begins with a history of the formation of the American Missionary Association, in part through the efforts of Lewis and Arthur Tappan, who were well-known abolitionists. The battle to survive and be effective at Tougaloo reflects the shifts and changes in the attitudes of those in control of the political, social, and economic affairs of both the state of Mississippi and the American Missionary Association. Topics that are covered include: Tougaloo's first acknowledged president, religion and temperance, health and health services, finances and public relations during the administrations of Pope and Woodworth, campus expansion, from mission school to accredited college, the utilities revolution, depression and war, racial climate, racial discrimination in high places, outreach, Beittel and civil rights, and the college's impact. (SW)

ED 180 416 HE 012 170

An Inventory of Academic Degree Programs in South Carolina. Fifth Eition, Fall, 1979.

South Carolina Commission on Higher Education, Columbia.

Pub Date-79

Note-250p.; Print may be marginally legible

Available from-South Carolina Commission on Higher Education, Columbia, SC

Pub Type- Reports - General (140) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Associate Degrees, Bachelors Degrees, *College Programs, *Degrees (Titles), Doctoral Degrees, Junior Colleges, Masters Degrees, *Postsecondary Education, Private Colleges, Special Degree Programs, Specialist in Education Degrees, State Colleges, *State Surveys, State Universities, Technical Institutes, Upper Division Colleges

Identifiers-*South Carolina, University of South Carolina

This inventory of academic degree programs was compiled primarily as an aid to institutional and statewide planning for postsecondary education. Programs listed are current as of the 1979 academic term. The level or levels of each program are categorized as certificate, associate degrees, baccalaureate degrees, masters degrees, education specialist degrees, and doctoral degrees. Programs are arranged according to the standard taxonomy (A Taxonomy of Instructional Programs in Higher Education, OE-50064, U.S. Department of Health, Education, and Welfare, Washington, 1970). The inventory is divided into three parts: Part I Programs Leading to Baccalaureate and Higher Degrees; Part II Programs Leading to Associate Degrees and Other Awards Less Than the Baccalaureate; and Part III Programs Listed by Institutions. Data are compiled from public and private senior colleges and universities two-year campuses of the University of South Carolina, private two-year colleges, and technical education colleges and centers. (LC)

ED 180 417 HE 012 194

McCoy, Marilyn Halstead, D. Kent

Higher Education Financing in the Fifty States. Interstate Comparisons, Fiscal Year 1976. Review Edition.

National Center for Higher Education Management Systems, Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-430p.; Some tables may not reproduce well due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Comparative Statistics, *Educational Finance, *Enrollment Trends, *Higher Education, *State Aid, *Tax Support, *Trend Analysis

A profile of enrollment and fiscal trends in the U.S. for fiscal year (FY) 1976 is provided. An introductory chapter details the rationale for the study, the design, and an analysis of the data. The second chapter cites general trends among the states, giving state rankings. In the third chapter state-by-state reports are provided in three parts a commentary of major aspects of the state's higher education financing profile, a trend analysis of state and local appropriations to higher education, and a financing diagram showing the status of the state and local higher education funding for FY1976. Among general findings were that the 50 states appropriated 13.4 percent more dollars in FY1976 than FY1975 to match an 11.5 percent increase in enrollment, but that after adjusting for inflation there was a net loss of 4.6 percent in the purchasing power per student. Other findings showed that all but five states increased appropriations and that public enrollment increased in all states but Alaska. Data notes and sources, important data cautions, and a description of the institution classification system, as well as supplementary data about the states and a limited analysis of state and local appropriations for FY1978 are appended. (PHR)

ED 180 418 HE 012 196

Neff, Charles B. Nyquist, Thomas E.

Faculty Retraining. Final Report of the Faculty Retraining Project. State University of New York.

State Univ. of New York, Albany.

Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date-Nov 79

Grant-G007603839

Note-73p.

Available from-SUNY Faculty Retraining Program, State University of New York, State University Plaza, Albany, NY 12246

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Career Change, *College Faculty, Declining Enrollment, Educational Programs, *Faculty Development, Financial Support, Grants, Guidelines, Higher Education, *Inservice Education, Professional Training, Retrenchment, *State Universities, Success Factors, Tenure

Identifiers-*Faculty Retraining, *State University of New York

The State University of New York Program on Faculty Retraining is described. Retraining is defined as preparation to move from one academic field to another or from one subfield of a discipline to another. It is distinguished from faculty development, involving the acquisition of new skills or knowledge applicable to one's ongoing responsibilities. Faculty retraining is viewed as an opportunity for faculty in areas of low and declining enrollments to retrain in related or subdisciplines of growing or high enrollment. The Retraining Program has attracted faculty ranging in age from 28 to 58 from various professional and degree levels. The costs and funding procedures for the program are examined as well as application and acceptance process. Evaluations from administrators of participating campuses, and from faculty who have completed retraining indicate that the process has provided additional flexibility to colleges and universities confronted by the economics of retrenchment, declining enrollment, and high tenure ratios. It is suggested that retraining is most successful where clear guidelines are established at the outset, where it satisfies both the personal needs of faculty and institution, and where there is a good fit between the extent of career change and the length of the retraining program. Some sample questionnaires are included. Appended are guidelines for application, names of participating SUNY campuses, host campuses for retraining, faculty retraining grants awarded, a statistical summary, an outside evaluation, and articles and papers on the SUNY Retraining Program. (Author/SF)

ED 180 419 HE 012 198

Centre for Continuing Education Annual Report 1978-1979. The University of British Columbia. A Report to the President, the Senate, and the Board of Governors.

British Columbia Univ., Vancouver. Center for Continuing Education.

Pub Date-79

Note-51p.

Available from-Centre for Continuing Education, The University of British Columbia, Vancouver, Canada

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Education, Annual Reports, Credit Courses, Educational Economics, Financial Problems, Foreign Countries, *General Education, Higher Education, *Independent Study, Noncredit Courses, Nontraditional Students, *Professional Continuing Education, *Professional Education, Statewide Planning

The activities of the Centre for Continuing Education at the University of British Columbia (UBC) for the academic year 1978-1979 are described. The Centre provided both professional development and general education noncredit programs for 40,844 students during this time period. The programs are offered in cooperation with UBC academic programs, schools and faculties, as well as in close liaison with the community colleges. Relying mainly on student fees for funding, it is noted that financial restrictions are a major problem for the continuing education programs. The goals of the Centre are discussed as well as recommended program changes, and staff. A summary of the various programs offered as guided independent studies includes a description of degree-credit courses, certificate-credit courses, and noncredit courses. Province-wide programs and the UBC Interior Program serving the local needs of communities are also described. Twelve general education programs are discussed including: creative arts; the Daytime Program; educational travel programs; energy management; humanities and science; language institute; pre-retirement education; programs for retired people; public affairs; reading, writing, and study skills; social sciences; and women's resource center. Continuing professional education programs offered in various fields are also described. A list of staff, their activities and publications, and a statistical summary of participants in Centre programs are included. (SF)

Recurring Bibliography Education in the Allied Health Professions. Volume 11, April 1978 through March 1979.

National Library of Medicine (DHEW), Bethesda, Md.; Ohio State Univ., Columbus. Coll. of Medicine.; Ohio State Univ., Columbus. School of Allied Medical Professions.

Pub Date-79

Note-23p.; Some small print may not reproduce clearly

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Dentistry, Food Service Occupations, *Health Occupations, *Health Occupations Education, *Health Personnel, Higher Education, Hospital Personnel, Manpower Needs, Medical Education, Medical Technologists, Nurses, Occupational Therapy, Physical Therapy, Physicians, Physicians Assistants, Professional Continuing Education, Professional Education, Programed Instruction, Public Health, Radiology, Social Work

Identifiers-*Allied Health Occupations Education, *MEDLARS Program

Index Medicus articles listed between April 1978 and March 1979 that focus on education in the health professions are cited in this eleventh annual recurring bibliography. The articles are indexed under subject and author headings. They cover such topics as health occupations, dietetics, continuing education, health manpower, hospital administration, programmed instruction, public health administration, health occupations schools, and medical technology. (SF)

ED 180 421 HE 012 204

Rayburn, Wendell G., Ed.

Growing With the Profession: The Development of Continuing Educators. Proceedings of the Annual Convention of the Association for Continuing Higher Education (39th, Montreal, Canada, November 6-10, 1977).

Association for Continuing Higher Education, Norman, Okla.

Pub Date-10 Nov 77

Note-135p.

Available from-Association for Continuing Higher Education, 451 Communications Bldg., The University of Tennessee, Knoxville, TN 37916

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Ancillary Services, Business, *College Faculty, Communication Skills, Educational Finance, *Faculty Development, Higher Education, Junior Colleges, *Professional Associations, *Professional Continuing Education, Professional Development, Teacher Educators, Universities, *Workshops

Identifiers-*Association for Continuing Higher Education

The proceedings of the 1977 annual convention of the Association for Continuing Higher Education (ACHE) are presented. The conference theme was ``Growing with the Profession: The Development of Continuing Education.'' The following addresses are presented: President-Elect address by James R. McBride; ``The Role of Continuing Education in the Educational Revolution,'' by Timothy S. Healy; ``Professional Development in Celanese (Corporation) and Implications for Continuing Education Professionals,'' by Joseph F. Miraglia; and ``Growth-Oriented Learning Environment,'' by Donald T. Rippey. Workshops were conducted on the following topics: two-year colleges, universities, medium colleges, evaluation of professional development, programs and activities for professional development, financing of professional development, ACHE role in professional development, faculty development, developing a personal growth plan, individual goals versus institutional goals, developing secretarial and part-time help, communication styles for continuing education practitioners, and how to evaluate those who teach continuing education courses. Problem clinics on professional development and full campus services at extension locations, a session on resource centers for professional development, and a business session were also held. (SW)

ED 180 422 HE 012 205

Looking Towards the Twenty-First Century: Continuing Education Comes of Age. Proceedings of the Fortieth Annual Meeting, Association For Continuing Higher Education.

Association for Continuing Higher Education, Norman, Okla.

Pub Date-78

Note-154p.; Proceedings of the Annual Meeting of the Association for Continuing Higher Education (40th, Fort Worth, TX, November 5-8, 1979)

Available from-Association for Continuing Higher Education, University of Oklahoma, Norman, OK 73609

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Adult Education, Adult Students, *Continuous Learning, Educational Economics, *Educational History, Federal Aid, *Government School Relationship, Grants, Higher Education, Nontraditional Students, Professional Continuing Education, Professional Development, Public Policy, Student Characteristics

Identifiers-Lobbying

Papers and summaries of workshop presentations from the fortieth annual meeting of the Association for Continuing Higher Education are compiled in this publication. The four major addresses include: Public Policy and Lifelong Learning How the Government Views Continuing Education'' (Lloyd Davis); The Past Is Prologue The First Forty Years: Implications for the Future'' (Lewis C. Popham); Professional Development: Human and Material Resources'' (Joseph P. Goddard); and Thomas Jefferson As Adult Educator'' (Saul Padover). Topics discussed include federal expenditure for lifelong learning programs, the historical evolution of continuing education, continuing professional development, and the impact of Jeffersonian ideals on higher education. Workshop topics include: grants, lobbying, financial aid, government relations, program development, management by objectives, teaching methods, professional development, career development, educational administration, and characteristics of the adult learner. An extensive appendix of Association information is included. (SF)

ED 180 423 HE 012 207

National Imperatives for Higher Education, 1980.

American Association of State Colleges and Universities, Washington, D.C.

Pub Date-Jan 80

Note-14p.

Available from-American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, DC 20036

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, Educational Finance, Educational Opportunities, *Federal Aid, *Federal Regulation, *Government School Relationship, *Higher Education, Professional Associations, Research Projects, *State Colleges, *Student Financial Aid, Student Loan Programs, Tuition

Identifiers-American Association of State Colleges and Univer, *Position Papers

A three-point statement by the American Association of State Colleges and Universities (AASCU) calls for the expansion of higher education opportunity in America. The statement, which was adopted by the association's members at the annual meeting, calls for: expansion of opportunity through a balanced program of relatively low or no tuition at public colleges and universities, adequate student aid, and limited reliance on expensive, long-term student loans; protection of public institutions and their students from restrictive federal regulations that could hamper institutional efforts to serve students; and adequate assistance for scientific research, health manpower, agriculture, urban development, and other programs intended to help colleges and universities serve American society more effectively. AASCU believes that a combination of low or no tuition, Basic Educational Opportunity Grants, and a greatly expanded College Work-Study program should enable most of the public college and university students to afford an education without going into large long-term debts. Adequate support for the Supplementary Educational Opportunity Grant and National Direct Student Loan programs also is essential. The substitution of expensive and untried new loan programs is not supported by AASCU. Views on other federal programs and state-federal-institutional relations are discussed. AASCU member institutions are listed. (SW)

ED 180 424 HE 012 213

Kaplin, William A.

The Law of Higher Education. Legal Implications of Administrative Decision Making.

Pub Date-79

Note-500p.

Available from-Jossey-Bass, Inc., 433 California Street, San Francisco, CA 94104 ($7.95)

Pub Type- Books (010) - Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Academic Freedom, Activism, Affirmative Action, Civil Rights, Collective Bargaining, *College Administration, College Admission, Compliance (Legal), *Constitutional Law, Court Litigation, Educational Legislation, Equal Opportunities (Jobs), Faculty College Relationship, *Federal Regulation, *Government School Relationship, *Higher Education, Laws, Legal Problems, *Legal Responsibility, School Community Relationship, School Law, Student College Relationship, Student Rights, Torts, Trustees

Identifiers-*Accrediting Agencies, Bakke v Regents of University of California

Law's growing involvement with the structure and policies of all postsecondary institutions is addressed in this comprehensive sourcebook on law for administrators and their legal counsel. Detailed discussions of the Bakke and the Horowitz cases are offered along with clear summaries of the laws, regulations, and court decisions pertaining to higher education. Issues such as faculty collective bargaining, liability, civil rights compliance, and federal aid-to-education programs are examined in depth. Legal relationships of an institution to its trustees, administrators, faculty, and students, as well as local, state, and federal governments are interpreted. Chapters include: Overview of Postsecondary Education Law; The College and Trustees, Administrators, and Agents; The College and Faculty; The College and the Students; The College and the Community; The College and the State Government; The College and the Federal Government; and The College and the Accrediting Agencies. Annotated bibliographies at the end of the chapters guide readers to key literature for in-depth study. Also provided are the following: Constitution of the United States of America: provisions of particular interest to postsecondary education; a cross-reference case index; and a subject index. (LC)

ED 180 425 HE 012 218

Koon, Jeff
Undergraduate and Graduate Enrollments of Blacks and Chicanos at UCB.
California Univ., Berkeley. Office of Academic Affairs.
Pub Date-May 79
Note-9p.; Not available in paper copy due to small size of print
Pub Type- Numerical/Quantitative Data (110) - Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Affirmative Action, *Black Students, Declining Enrollment, Departments, Educational Discrimination, Educational Opportunities, Educational Policy, *Enrollment Trends, Graduate Students, Higher Education, *Mexican Americans, *School Holding Power, Spanish Americans, *State Colleges, Statistical Data, *Student Recruitment, Undergraduate Students
Identifiers-*University of California Berkeley

Data are presented concerning the enrollments of Black and Chicano graduate and undergraduate students at the University of California at Berkeley. Some problems, particularly those stemming from academic decision-making at the undergraduate level, are noted. A number of problematic academic decisions that are (were) likely to affect negatively the recruitment and retention of Black and Chicano students are covered. Data are presented on the enrollments for these two groups by department and level for 1974 and 1978. Data on Black and Hispanic enrollments for the Berkeley campus are contrasted with those systemwide, and other related information are also presented. It is concluded that the decline in Black undergraduate enrollments at the Berkeley campus and the low level of enrollment of Hispanic graduate and undergraduate students have impaired progress across the University of California system as a whole. (SW)

ED 180 426 HE 012 222

Rose, Clare Menninger, Sally Ann
Women in Computer Sciences.
Pub Date- 79
Note-11p.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Awareness, *Career Opportunities, *Computer Oriented Programs, *Computer Science, Employment Opportunities, *Employment Projections, *Females, Higher Education, Management Information Systems, *Womens Education

The keynote address of a conference that focused on the future of women in science and engineering fields and the opportunities available to them in the computer sciences is presented. Women's education in the sciences and education and entry into the job market in these fields has steadily been increasing. Excellent employment opportunities are available for women in computer occupations, a relatively new field. Programmers and system analysts will continue to be needed as an increasing number of hospitals automate food services and computerize patient records, and tremendous growth is also expected in education. Service bureaus and computer maintenance firms will also contribute heavily to the overall growth of computer occupations in industry. State and local governments will be developing consolidated systems serving a greater variety of information processing needs and will increase to a great extent their use of terminal networks and other data communications technology in their operations. The field of computer science is expanding and computer technology is being applied innovatively in a wide range of creative areas such as dance, literature, and history. Abilities of individuals in the computer sciences and some advantages of working in this field are noted. (SW)

ED 180 427 HE 012 224

Annual Survey of Faculty Salaries 1978-1979.

American Association of Colleges of Pharmacy, Silver Spring, Md.

Pub Date-78

Note-14p.; For related documents see HE 012 223-225

Available from-American Association of Colleges of Pharmacy, Office of Educational Research and Development, 4630 Montgomery Ave., Bethesda, MD 20014

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Rank (Professional), *College Deans, *College Faculty, Comparative Analysis, Comparative Statistics, Compensation (Remuneration), Higher Education, Inflation (Economics), *Pharmaceutical Education, Professional Education, Professors, *Salary Differentials, *Teacher Salaries

Salary information for faculty and deans of accredited colleges of pharmacy is presented in this annual survey prepared by the American Association of Colleges of Pharmacy. Data are based on responses collected for the academic year 1978-1979. Salary data for faculty remunerated on the calendar (10 or 12 month appointment) and the academic (9 or 10 month appointments) year basis are presented separately. Summary tables for the ranks of professor; associate professor; assistant professor; dean; assistant/associate dean; and for faculty by teaching discipline, by rank, and by appointment basis are included. Mean salaries, percentiles, and range of salaries are graphed as well as average salaries by years-in-rank. The results indicate that faculty remunerated on an academic year basis received larger average salary increases than those remunerated on a calendar year basis. It is also noted that the number of faculty classified as assistant/associate deans increased during this time period. Professors' salaries increased an average of 4.0 to 7.8 percent, associate professors' 6.3 to 9.4 percent, and assistant professors' 4.8 to 7.3 percent. Salary increases for deans averaged 8.1 percent and for assistant/associate deans 6.4 to 11.3 percent. (Author/SF)

ED 180 428   IR 006 463

Library Media Skills for Students. Curriculum Guide.
Alaska State Dept. of Education, Juneau. Div. of State Libraries.
Pub Date-77

Note-31p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Guides, *Educational Resources, Elementary Secondary Education, Information Sources, *Instructional Materials Centers, Librarians, *Library Instruction, *Library Skills, Media Specialists

Designed as an aid for librarians and teachers in instructing elementary and secondary school students in library media skills, this handbook includes a detailed sequential list of such skills, as well as a list of books and media which concern the philosophy of teaching media skills or the materials used in developing skills programs. Arranged developmentally so that students can progress from one to the next in a logical manner, the skills are introduced at one level and re-taught or reviewed at a higher level with increasing complexity. Resources mentioned consist of professional books, workbook and skill sheet materials, audiovisual aids, ERIC publications, and individualized self-instructional study units. Addresses of publishers and distributors are provided. (FM)

Libraries in Society. Proceedings of the Biennial Conference of the Library Association of Australia (19th, Tasmania, Australia, August 1977).

Library Association of Australia, Sidney.
Pub Date-Aug 77
Note-396p.
Available from-Library Association of Australia, 35 Clarence Street, Sydney, N.S.W., Australia
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Policy, *Library Administration, *Library Education, *Library Planning, Library Research, *Library Role, *Library Services
Identifiers-*Australia

This collection of 34 papers and speeches presented at the conference covers a wide range of topics pertaining to the role of libraries in contemporary society, including issues in library education, library/community relations, library planning and policy-making, technological trends, library services, and library administration. While several articles deal exclusively with Australian libraries, most concern matters of general interest to the library community. Authors represented in this volume include Neil Batt, Peter Biskup, Joan Buckie, Joyce Cupples, Ernest R. De Prospo, D. Warwick Dunstan, Donald P. Ely, Derek Fielding, Edward Flower, Robin Gibson, Joe Hallein, Malcolm Harrington, Anne Hazell, Sue Healy, Allan Horton, M. D. Kirby, Wallace Kirsop, A. Graham Mackenzie, Brian J. McMullin, Gil McNamee, Carmen Maguire, Stephanus I. Malan, Jane Moore, Pam Naylor, James Nicholls, Phyllis M. Papps, Edwin B. Parker, Neil A. Radford, Michael J. Ramsden, Mary A. Ronnie, S. Lawrie Ryan, Arthur Sale, Sara L. Seibert, John Simkin, Margaret Trask, and Melvin Weinstock. (FM)

ED 180 430 IR 007 012

Nakamoto, Kent, Comp. Levin, Kathi, Comp.

Marketing the Arts: A Selected and Annotated Bibliography.

Association of Coll., Univ. and Community Arts Administrators, Inc., Madison, Wis.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-78

Note-19p.

Available from-ACUCAA, P.O. Box 2137, Madison, WI 53701 ($4.00, non-members; $3.00, members)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annotated Bibliographies, Art, Audiences, *Fine Arts, *Management, *Marketing, Publicize

Compiled from the marketing, arts, and arts management literature, this selected list includes materials ranging from theoretical articles and reports of studies to practical guides for marketing techniques. It consists of three sections: Primary Sources, Secondary Sources, and Surveys. Of particular interest to the arts administrator, the first section covers six areas: (1) an overview of marketing and the arts; (2) audience development; (3) audience research; (4) audience characteristics, segmentation, and consumer behavior; (5) pricing policy; and (6) promotion. References focusing on marketing in other arts-related fields, such as arts in education or community arts agencies, are listed under Secondary Sources. In the final section, some major attitude, participation, and economic impact studies are cited. (FM)

ED 180 431 IR 007 494

Atherton, Pauline

Online Searching of ERIC: Impact of Free Text or Controlled Vocabulary Searching on the Design of the ERIC Data Base.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0015
Note-235p.; For related document, see IR 007 495; Some tables and illustrations may not reproduce
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Annotated Bibliographies, *Comparative Analysis, Data Bases, *Design, Design Needs, *Educational Resources, Information Retrieval, Interviews, *On Line Systems, Research Methodology, Research Projects, *Search Strategies, Tables (Data), Tests
Identifiers-Controlled Vocabulary Searching, *ERIC, Free Text Searching

The variety of searchable and printable formats of Educational Resources Information Center (ERIC) data base records has led to different searching methods, which have fostered the confusing state of affairs wherein different results are possible for the same search; this 5-part report describes an investigation of ERIC online use that studied the relationship between free text or controlled vocabulary searching and the design of the ERIC data base. Part I presents the experiences and practices of 45 ERIC searchers who use a number of different retrieval systems. Part II examines the use of free text searching vs. controlled vocabulary searching in over 600 search traces from 18 different ERIC online searchers using four different retrieval systems. Part III uses six search queries from the Online Training and Practice Manual for ERIC Data Base Searchers (ONTAP) to test controlled and free text vocabulary searching strategies. Part IV compares the format of items in the two ERIC printed services (RIE and CIJE) with their online versions in three retrieval systems, makes suggestions for improvements, and reviews previous retrieval effectiveness studies. Part V comprises an annotated bibliography listing 53 citations published from 1970-1978 that deal with online searching using free text or controlled vocabulary. Tables, illustrations, graphs, and figures are used throughout the report. (Author/JD)

ED 180 432 IR 007 495

Atherton, Pauline

Online Searching of ERIC: Executive Summary of a Five-Part Report with a Collection of Recommendations and Suggestions for Redesign of the ERIC Record and Online Data Base.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0015
Note-41p.; For related document, see IR 007 494; Some illustrations and tables may not reproduce
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Data Bases, Design, *Design Needs, *Educational Resources, *Improvement, *Information Retrieval, *On Line Systems, Research Projects, Search Strategies, Tables (Data)
Identifiers-Controlled Vocabulary Searching, *ERIC, Free Text Searching

Presented in this executive summary are some extracts to highlight the five parts of a report that investigated the online use of the Educational Resources Information Center (ERIC) data base and the impact of free text or controlled vocabulary searching on its design. Included is a collection of all the suggestions and recommendations for the redesign of the ERIC record, ERIC online data base, and the retrieval system features which affect retrieval of ERIC online, as well as the significant tables, figures, and illustrations from that report. (Author/JD)

ED 180 433 IR 007 662

Goodlad, John I.

Networking and Educational Improvement: Reflections on a Strategy.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group. Network Development Div.
Pub Date-Mar 77
Note-63p.; Paper prepared for the Network Development Staff, School Capacity for Problem Solving Group, National Institute of Education (Washington, DC, March 16-17, 1979); For related documents, see IR 007 656, IR 007 659, IR 007 663-666, IR 007 671, IR 007 689, IR 007 691-692
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Change Strategies, Cooperative Programs, *Educational Coordination, *Educational Improvement, Educational Planning, *Educational Research, Elementary Schools, *Networks, Organizational Communication, Organizational Effectiveness, School Administration

Experiences with and studies of a formal network of 18 elementary schools the League of Cooperating Schools (LCS) in Southern California are described and analyzed in a narrative account, with observations, of the network's creation and maturation. This set of formal agreements between the school districts and the Research Division of the Institute for Development of Educational Activities, Inc. (IDEA) was designed to provide IDEA with access to the schools to study their self-improvement efforts, in return for human resources to assist with these efforts, and information to be derived from these studies. Underlying concepts included the view that the individual school is a key unit for change within the system of education and the principal is critical to the process, and that change must occur under enormous constraints of the external systems. Meetings between principals established this group as critical to decision-making and a newsletter helped to increase network information/communication. The IDEA office maintained a monitoring research function, but encountered problems concerning degree of consulting assistance, information overkill, and role of the expert. Despite problems, principals, teachers, students, and parents emerge as the major resources for improvement of schools. However, more educational data is needed in order to propose constructive reform. (CWM)

Simmons, Robert M.

Organizing and Servicing a Collection of Standardized Tests: A Manual for Librarians.

Pub Date-79
Note-25p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Libraries, *Cataloging, Librarians, Library Acquisition, *Library Collections, *Library Material Selection, *Library Technical Processes, Manuals, *Standardized Tests

This guide to the acquisition and development of a collection of standardized tests in libraries and resource centers is intended to aid the librarian in meeting increasing patron demand for sample test instruments. Areas covered are (1) collection building, including the determination of potential user needs and the use of standard selection tools; (2) bibliographic control, including informal title indexing, subject headings, and printed lists of holdings; (3) processing and storage methods; and (4) policies and procedures, including legal and ethical limitations on access to test materials. A selected and annotated bibliography cites comprehensive lists, periodicals, and texts. Appendices provide a list of tests most frequently requested at Bridgewater, a publisher's directory of popular tests, and a sample test use policy. (FM)

ED 180 435 IR 007 735

Schwarz, Stephan

Developing Scientific and Technological Information Services in Sri Lanka.

Royal Inst. of Tech., Stockholm (Sweden). Library.

Report No.-TRITA-LIB-1093

Pub Date-Apr 79

Note-123p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Developing Nations, *Information Centers, Information Dissemination, *Information Services, *Information Systems, Library Networks, Library Services, Research and Development Centers, Research Libraries

Identifiers-*Scientific and Technical Information, *Sri Lanka

A discussion of objectives for an information and documentation center in science and technology is followed by a brief survey of Sri Lanka's research and development system, and an assessment of library and information services available from a research library network, particularly those developed by the Sri Lanka Scientific and Technological Information Center (SLSTIC). Deficiencies in the system for providing scientific and technological information are diagnosed, and a program is proposed to eliminate these through foreign grants to SLSTIC and a bilateral cooperative scheme. It is emphasized that even an efficient system of information provision does not have a strong impact unless combined with an active program for development of a socio-technological infrastructure capable of assimilating and supporting the information provided. Appendices contain background information on information services in Sri Lanka. (FM)

ED 180 436 IR 007 748

Hersey, David F.

Information Resources and the Growth of Science and Technology in the United States.

Pub Date-78

Note-21p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Information Dissemination, Information Needs, *Information Sources, Information Systems, *Information Utilization, *Sciences, State of the Art Reviews, *Technology, Use Studies

Identifiers-*Scientific and Technical Information

This overview deals with studies bearing on the role which information on research and development plays in science and technology in the United States, discussing in general terms the nature, benefits, and problems associated with the collection, dissemination, use, and value of such information in scientific and technological growth. Studies in the following areas are briefly reviewed: (1) the perception of the national need for information, (2) the identification of sources of information and its availability, (3) the identification and satisfaction of user needs, and (4) the development of a national policy on information. A bibliography provides references for the studies and reports cited in the text. (FM)

Harrison, Orion
The Organization of Information in the Field of Biology and How to Get to It.
Pub Date-Aug 79
Note-29p.
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bibliographies, *Biological Sciences, *Biology, Classification, Guides, *Information Sources, Library Materials, *Reference Materials, *Search Strategies

Developed for biology students, this handbook discusses categories of various types of reference books and other information sources, and presents a step-by-step approach to the logical, systematic, and comprehensive way in which library resources may be used to locate information on the biological sciences. An accompanying bibliography lists relevant information control agencies, sources on the organization of life sciences, guides to the literature, guides to research methods, sources on the history of the discipline, science dictionaries and encyclopedias, reviews of the literature, yearbooks, guides to particular library collections, handbooks, indexes, abstracts, guides to the periodical literature, thesis and dissertation sources, research reports, conference proceedings, societal publications, guides to research in progress, guides to government documents, biographical sources, style manuals, bibliographies, guides to audiovisual materials, directories, teaching guides, and books on search strategy. (FM)

ED 180 438 IR 007 905

Cawkell, A. E.

Viewdata, Prestel, Teletext: Home TV and Scitel Science Magazine.

Pub Date-78
Note-15p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Computer Oriented Programs, Computer Programs, Display Systems, *Information Processing, *Information Services, Information Storage, *Information Systems, Screens (Displays), Technological Advancement, *Video Equipment
Identifiers-Great Britain, *Microprocessors

This paper describes the development of textual information displays for home consumption on modified television receivers in Great Britain over the last few years, compares two systems in use there Teletext and Viewdata and discusses some future possibilities for such services in the U.S. as well as the U.K. British television equipment manufacturers are actively considering the connection of home computers to receivers which contain microprocessors to provide the reception of computer programs broadcast via the Teletext and Viewdata systems. A program, stored for as long as it may be needed in the receiver's existing page storage, is executed by the microprocessor, and the TV screen is used for display. Such an arrangement would enable a viewer to run-in whatever program he/she needs. Concurrently, the full power of access to very large information files via Prestel telephone service would be available to the viewer using the same all-purpose terminal. (Author/CMV)

ED 180 439 IR 007 906

Ragan, Tillman J.

Visual Literacy and the Brain.

Pub Date-Apr 77
Note-14p.; Paper presented at the National Conventtion of the Association for Educational Communications and Technology (Miami Beach, FL, April 25-29, 1977)
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, Educational Research, *Lateral Dominance, *Psychological Studies, Recall (Psychological), *Taxonomy, *Visual Literacy

This paper synthesizes the implications from hemispheric lateralization studies with the concerns and potentials of visual literacy. An overview of hemispheric lateralization research is provided, including summaries of four illustrative studies: Galin and Ornstein; Levy, Trevarthen, and Sperry; Zaidel; and Molfese. The appositional and holistic nature of right hemispheric processing is discussed with regard to the potentials of instruction and learning in art, music, and visual literacy. The need for specification of appositional learning outcomes of visual literacy programs is stressed, resulting in a tentative taxonomy of learning outcomes which seem consistent with visual literacy purposes and hemispheric lateralization research insights. (Author)

ED 180 440 IR 007 907

Ragan, Tillman J.

Visual Literacy: The Learner Dimension.

Pub Date-6 Mar 79

Note-14p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, LA, March 6, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Theories, *Educational Research, *Educational Theories, *Instructional Design, Student Characteristics, Teaching Methods, Teaching Procedures, *Visual Literacy

This paper presents and illustrates a framework for synthesis of research and theory on human characteristics, and relates that framework to the concerns of individuals working in the visual literacy area. The framework presented casts learner characteristics into four general types, derived from two primary dimensions: stability/change and likeness/difference. The four types of learner characteristics described are (1) changing likenesses, (2) stable likenesses, (3) changing differences, and (4) stable differences. Each learner characteristic type is discussed with regard to its significance to instructional design and visual literacy. The paper concludes with the suggestion that an attempt to achieve thoughtful synthesis of all types of relevant learner characteristics would make possible the development of successful visual literacy programs. A 29-item list of references is attached. (Author/JEG)

Stentz, Michael, Ed. Motsinger, Linda, Ed.

Proceedings of the Annual Conference on Academic Computing Applications (6th, Indiana University Northwest, Bloomington, Indiana, April 6, 1979).

Indiana Univ. Northwest, Gary.
Pub Date-6 Apr 79
Note-237p.; Some examples and figures may not reproduce
Available from-Wrubel Computing Center, Indiana University, Mem W 002, Bloomington, IN 47401 ($3.50 per copy)
Pub Type- Collected Works - Proceedings (021) - Reports - General (140)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Computer Oriented Programs, Computer Programs, Data Analysis, Data Collection, *Educational Research, *Information Systems, Music Education, *Networks, Simulation

Topics which range from the more popular computing applications in accounting, statistics, and administration to the less ordinary applications of the computer to the fields of fine arts, medicine, and linguistics, are discussed in this collection of 22 conference papers. The papers are divided into four tracks: the first deals with statistical computing and methods for teaching it; the second is concerned with applications of the computer in theater and journalism, music, the arts, and general utility programs; the third includes information about administration, computer simulations, plotting applications, and computing futures; and a concluding paper summarizes a grammatical concordance package program for the Greek New Testament. (JEG)

ED 180 442 IR 007 916

Wides, Jeffrey W.

Self-Paced Instruction in SPSS with Multitutor.

Pub Date-6 Apr 79

Note-12p.; Paper presented at the Annual Conference on Academic Computing Applications (Gary, IN, April 6, 1979); For a related document, see IR 007 915

Available from-Jeffrey W. Wides, 7459 Drexel Drive, University City, MO 63130 (information about availability of modules only)

Pub Type- Guides - Classroom - Learner (051) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction, Computer Programs, *Individualized Instruction, Instructional Aids, Instructional Programs, *Learning Modules, *Mastery Learning

More than a dozen CAI modules which teach the uninitiated user how to use the interactive Statistical Package for the Social Sciences (SPSS) are described. The modules are based on the principle of incrementally increasing difficulty, self pacing, and student involvement. The first half of the set introduces the student to interactive computing, illustrates required SPSS control cards, and enables the student to get an output from a small data file which s/he has created. The modules conclude with the student being led through a series of analyses involving 1976 U.S. socio-economic, attitudinal, and voting data. The modules are written in Multitutor for CDC's interactive SPSS, but they can be adapted especially to PLATO and, with greater effort, to IIS or Coursewriter. (Author)

ED 180 443 IR 007 917

Groomer, S. Michael

The Financial Analysis System: An Integrated Software System for Financial Analysis and Modeling.

Pub Date-6 Apr 79

Note-19p.; Paper presented at the Annual Conference on Academic Computing Applications (Gary, IN, April 6, 1979); For a related document, see IR 007 915 ; Best copy available

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Programs, *Data Analysis, Economic Education, Instructional Aids, *Mathematical Models

Identifiers-*Financial Data

This paper discusses the Financial Analysis System (FAS), a software system for financial analysis, display, and modeling of the data found in the COMPUSTAT Annual Industrial, Over-the-Counter and Canadian Company files. The educational utility of FAS is also discussed briefly. (Author)

ED 180 444 IR 007 918

Nerheim, Rosalee
MIST: A Music Information System.
Pub Date-6 Apr 79
Note-7p.; Paper presented at the Annual Conference on Academic Computing Applications (Gary, IN, April 6, 1979); For a related document, see IR 007 915
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Programs, Higher Education, *Information Retrieval, *Information Systems, Musical Composition, *Music Education, Programing

The Music Information System for Theorists (MIST) allows musicians to find pedagogical music excerpts with ease and speed. Users may search for excerpts using as keys composer, date, and/or musical concept exhibited. The desired excerpts are printed in conventional music notation or output in MUSTRAN code via the Indiana University Computer Music System. The MIST data base contains two record types: bibliographic data and the music itself. MIST may also be used to search for entire works based on composer and/or date. (Author)

ED 180 445 IR 007 919

Jones, Ernest L.

SNAP/SHOT Your Ability to Support That Next Application.

Pub Date-6 Apr 79

Note-27p.; Paper presented at the Annual Conference on Academic Computing Applications (Gary, IN, April 6, 1979); For a related document, see IR 007 915

Available from-CAUSE, 137 29th Street, Boulder, CO 80303 (For reproduction costs)

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Computer Oriented Programs, *Data Analysis, *Data Collection, *Electronic Data Processing, Models, Networks, *Simulation

SNAP/SHOT (System Network Analysis Program-Simulated Host Overview Technique) is a discrete simulation of a network and/or host model available through IBM at the Raleigh System Center. The simulator provides an analysis of a total IBM Communications System. Input data must be obtained from RMF, SMF, and the CICS Analyzer to determine the existing environment and from analysis and users on anticipated applications and their volumes. The simulator permits the introduction of numerous variables in order to evaluate the impact of altering resources such as memory, software, paging devices, CPU's, lines and terminals, and altering volumes of transactions, message mixes, and size of transactions. Indiana University has used SNAP/SHOT twice to identify the volume of transactions that was supportable on existing equipment and the changes that would improve performance. After the first run, a group was assigned to optimize some transactions and additional memory was added to reduce the paging rate. The second run was made to see what had been accomplished and to simulate simultaneous student registration at the six small campuses, and then at the large campuses. Graphs and charts identify the many variables utilized in the processing of Indiana University data and show the results obtained. (Author/JEG)

ED 180 446 IR 007 920

Roberts, Stephen D. And Others
Modeling and Simulation with INS.
Pub Date-6 Apr 79
Note-19p.; Paper presented at the Annual Conference on Academic Computing Applications (Gary, IN, April 6, 1979); Figures may not reproduce; For related document, see IR 007 915
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Models, Networks, *Prediction, *Programing Languages, *Simulation, Systems Analysis
Identifiers-*Integrated Network Simulation Language

INS, the Integrated Network Simulation language, puts simulation modeling into a network framework and automatically performs such programming activities as placing the problem into a next event structure, coding events, collecting statistics, monitoring status, and formatting reports. To do this, INS provides a set of symbols (nodes and branches) corresponding to familiar processes such as queues and activities which can be combined to create a network model of a system such as health care, manufacturing, and computer systems. The resulting network provides an excellent means of communicating the structure of the system to other people. The modeler translates the INS network into INS statements which are then read and executed by INS. INS automatically provides comprehensive statistical output on the behavior of the model. Based on the output, the original model can easily be altered and extended. Furthermore, experiments can be conducted in which characteristics of the network are changed. The result of these experiments can then be used to make predictions about the effects of making similar changes to the system being studied. INS is powerful yet easy to use and teach and requires no prior knowledge of simulation or programming. A textbook on INS, written in standard FORTRAN for portability, is available. (Author/JEG)

ED 180 447 IR 007 921

Snow, Richard E.

Aptitude, Learner Control, and Adaptive Instruction.

Pub Date-Apr 79
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1979)
Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Computer Science Education, Educational Research, Higher Education, *Individual Differences, *Individualized Curriculum, *Individualized Programs, Programing Languages
Identifiers-*Adaptive Instruction

In addressing the question of whether learner control of instruction can accommodate individual differences, this paper discusses some characteristics of learner control, including those conditions of learning which the student can control and those imposed by society and its institutions which are not under individual control. Studies of attempts to accommodate individual differences by various methodologies are reviewed, and a more detailed description is provided of a study of BIP, an interactive computer course on computer programming offered at Stanford University. This course, which involved university undergraduates who spent 15 hours learning the BASIC computer language, is cited as an advanced example of learner controlled instruction. The BIP program is designed to keep detailed protocols of each student's learning activities, thus providing intermediate measures to describe individual differences in learning activities that may contribute to success or failure in the course. Findings of the study indicated that individual differences in learning increased over the duration of the course, that a multidimensional scaling of the correlations among learning activity variables showed a clear circumplex structure, and that measures of learning activities, rate, and outcomes were strongly predicted from initial aptitude differences. Summary conclusions suggest that learner control does not accommodate individual differences. (RAO)

Zeiss, Paul A.

Ascertaining Desirable Competencies of Broadcast Announcers. Curriculum Development.

Pub Date-Jan 77
Note-43p.; Ed.D. Practicum, Nova University
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Broadcast Industry, *Competence, Journalism, Media Research, *Professional Personnel, Qualifications, Questionnaires, *Radio, Surveys, *Television
Identifiers-*Announcers

This research was undertaken in an effort to identify the desirable competencies of announcers as required by the broadcast industry. In order to identify the announcing competencies sought by the broadcast industry, a questionnaire was mailed to a representative number of Texas radio and television station operations managers. The random sample was stratified according to market size in order to detect any differences contributed by this population dimension. A percentage determination of the responses to each question when compared to types of stations indicated there were some similarities and differences in competencies desired by operations managers. A breakdown by market size on these inconclusive items explained some tendencies unique to each population density. Based on survey results, announcing training should include an emphasis on the competencies desired by both radio and television stations. A further analysis suggests that most radio stations desire announcers with disc jockey skills, while television stations would like journalistic skills, and both require basic voice and reading competencies. (Author)

ED 180 449 IR 007 923

Zeiss, Paul A.

Assessing Characteristics and ITV Interests of Students Enrolled in Telecourses at Central Texas College. Societal Factors.

Pub Date-18 May 78
Note-32p.; Ed.D. Practium, Nova University
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Higher Education, *Nontraditional Students, Questionnaires, *Student Characteristics, Surveys, *Telecourses, Television Research

The findings of a survey conducted in January 1978 to determine the interests and characteristics of students enrolled in telecourses at Central Texas College, are reported. Questionnaires were returned by 41 percent of the telecourse students. Responses indicated that the large majority of these students were married Caucasian females between the ages of 18 and 35; most of them were working for wages or a salary, and had taken a telecourse because of the convenience factor. A majority of the respondents had already completed some college credit work, were enrolled in other on-campus courses, were working toward a degree or certificate, and had learned about the telecourse through brochures or class schedules picked up on campus. As a result of the study, it was recommended that an annual study on the interests and characteristics of telecourse students be implemented in order to continue basing telecourse selections on actual student interests. (Author/RAO)

ED 180 450 IR 007 924

Zeiss, Paul A.

A Comparison of the Effects of Temporal Positioning of Reviews on the Retention of Meaningful Material.

Pub Date-79

Note-70p.: Ed.D. Research Project, Nova University

Pub Type- Dissertations/Theses (040)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Advance Organizers, Community Colleges, Educational Research, *Feedback, Junior College Students, *Retention Studies, *Review (Reexamination), *Teaching Methods

The purpose of this study was to compare the effects of temporal positioning of teacher-conducted reviews on the retention of meaningful material presented in the classroom at the community college level. The specific objective was to determine the most effective time to give teacher-summary reviews on in-class presented material as an aid to student retention. An experimental comparison was administered at Central Texas College to assess the effects of three review treatments as identified according to their temporal position. The treatments included teacher-summary reviews given immediately following a class session, teacher-summary reviews given before the next class session, and combined teacher-summary reviews given both immediately preceding and immediately following the class sessions. A control group received no reviews. Subjects were 63 freshman students enrolled in one of two night sections of basic English grammar. Each of four randomly selected groups received their respective treatments from the same instructor over 11 class sessions. Results indicated that receiving some form of teacher-summary review, immediate, delayed, or a combination of the two, is significantly better for student retention and performance than receiving no reviews. In rank order, the immediate review group and the combined immediate and delayed review group performed higher than the the delayed review group. There was no significant difference between the immediate and the combined review groups. (Author/RAO)

Kobayashi, Vivian Yeh, Irene
Asian Languages Library Materials: Chinese, Pilipino, Vietnamese Bibliographies.
Cali[illegible]nia Ethnic Services Task Force, Santa Barbara.
Pub [illegible]e-79
Note-162p.; For related documents, see IR 007 926, IR 007 935, and IR 007 937
Language-English; Chinese; Pilipino; Vietnamese
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Annotated Bibliographies, Books, *Chinese Americans, Ethnic Groups, Fiction, *Filipino Americans, Indochinese, Library Collections, *Library Material Selection, Nonfiction, Public Libraries, *Vietnamese
Identifiers-*Collection Development

The core collections listed in these annotated bibliographies are designed for use by medium-sized public libraries in either creating or expanding Chinese, Vietnamese, or Philippine language collections. The majority of titles for adult and juvenile fiction and non-fiction are given without transliteration. Prices given in the annotations reflect cost at the time of publication in the currency of the place of publication. Included with each bibliography are possible vendor sources along with information on how to order these materials. (CWM)

ED 180 452 IR 007 926

Kobayashi, Vivian Yeh, Irene

Asian Languages Library Materials: Japanese, Korean Bibliographies.

California Ethnic Services Task Force, Santa Barbara.
Pub Date-79
Note-70p.; For related documents, see IR 007 925, IR 007 935, and IR 007 937
Language-English; Japanese; Korean
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies, Books, Ethnic Groups, Fiction, *Japanese Americans, *Korean Americans, *Library Collections, *Library Material Selection, Nonfiction, Public Libraries
Identifiers-*Collection Development

These annotated bibliographies of Japanese and Korean core collections are designed for use by medium-sized public libraries in either creating or expanding Japanese and/or Korean language collections. Author and title are given in the Japanese and Korean character script as well as in the English transliteration. The character script for publisher is given in addition to the English transliteration in the Japanese bibliography, but in place of the transliteration in the Korean bibliography. The lists are highly selective; the majority of titles have been published since 1974. The nonfiction titles tend to have a very practical focus while novels listed were selected due to their popularity at the Asian Community Library of the Oakland Public Library. Prices given reflect cost at the time of publication and in the currency of the place of publication. Included is a listing of possible vendor sources for the publishers listed in the annotations. (Author/CWM)

ED 180 453 IR 007 927

Aspects of Information Service Management. Proceedings of the Fall Meeting of the New England On-Line Users Group (Tufts University, November 3, 1978).

New England On-Line Users Group.
Pub Date-3 Nov 78
Note-47p.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Budgeting, Information Retrieval, *Information Services, *Library Administration, Library Reference Services, *Marketing, *On Line Systems, *Personnel Management, Publicize, Search Strategies, Training Techniques

The proceedings of this meeting on online service administration comprise the three papers presented: one written by Helen G. Drinan concerning costing and budgeting for online information services; one by Robert McDermand on marketing, publicizing, and other service aspects of online searching; and one by Donna R. Dolan pertaining to the training of online search personnel. Drinan's paper contains a demand history form useful in organizing data for online use predictions, a cost item inventory form, and a graph illustrating how computer surcharges change over various levels of demand. Describing the components of a successful marketing and promotional program for an online search service, McDermand's paper emphasizes the importance of determining user needs, and includes a brief bibliography. In her discussion of personnel training techniques, Dolan advocates the redesign of online search training to stress thought processes rather than system languages. Two sample search exercises are provided. (FM)

ED 180 454 IR 007 928

Westfall, Elizabeth W. Zimmerman, Anne R.

A Basic Library for Savings and Loan Associations: A Bibliography.

Federal Home Loan Bank, San Francisco, Calif.

Pub Date-Jun 79

Note-18p.

Available from-Federal Home Loan Bank of San Francisco, P.O. Box 7948, San Francisco, CA 94120 ($3.00, prepaid)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annotated Bibliographies, *Banking, *Books, Business, *Information Sources, *Library Collections, *Periodicals, Special Libraries

Recognizing that current and reliable sources of information are necessary for effective management and decision making, librarians of the Federal Home Loan Bank of San Francisco and the Federal Home Loan Bank in Seattle prepared this booklet listing what they feel are the basic books and periodicals essential to a savings and loan library collection. The materials cited cover the following areas: general management, savings and loan associations, housing, real estate lending, urban investment, operations and administration, legal and regulatory affairs, finance and accounting, and general reference. A guide useful in developing information sources beyond those listed in this bibliography is also cited. In addition, the names and addresses of business information publishers are provided. (FM)

ED 180 455 IR 007 929

Lovelace, Eugenia

Community Information Services in New South Wales Public Libraries: Evaluation of a Study.

Library Council of New South Wales, Sydney (Australia).

Pub Date-79

Note-25p.; For related documents, see IR 007 929-931

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Agencies (Public), *Community Information Services, Foreign Countries, *Library Role, *Library Services, *Library Surveys, *Public Libraries, Questionnaires, Workshops

Identifiers-*Australia

One of three reports from Australia's Community Information Sharing Service (CISS), this evaluation discusses several aspects of a CISS study which was conducted to obtain a factual overview of community information services currently being provided by public libraries in New South Wales, and to develop guidelines for public library participation in community information services on the basis of that overview. Following a statement of the purposes of the study, three sections discuss (1) the questionnaire survey used in obtaining data for the overview of information services; (2) the interactive process used by CISS in helping library personnel deal with non-library information agencies, e.g., the use of informal information exchanges and special meetings; and (3) the methods for communicating guidelines developed by CISS, including workshops, consultant activities, and the publication of a report. Appendices provide sample workshop and information exchange agendas, library survey questionnaires, and diagrammatical representations of factors necessary to the successful provision of community information services through public libraries. (FM)

ED 180 456 IR 007 930

Lovelace, Eugenia
Community Information Services in New South Wales Public Libraries: Guidelines.
Library Council of New South Wales, Sydney (Australia).
Pub Date-79
Note-26p.; For related documents, see IR 007 929-931
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Agencies (Public), *Community Information Services, Data Collection, Foreign Countries, Guidelines, *Library Role, *Library Services, Library Surveys, Objectives, *Program Planning, *Public Libraries
Identifiers-*Australia

A result of Australia's Community Information Sharing Service (CISS) study of community information services currently being provided by public libraries in New South Wales, this report (one of three) presents five general principles which can assist public libraries with decisions about their response to the issue of the provision of community information. CISS suggests that libraries (1) get to know the community by compiling a community profile which includes information about the people, the socio-economic environment, the activities and interests of the community, its information demands, and its information resources; (2) set objectives pertaining to the role of a public library-based community information service; (3) consider cooperation with other community information agencies; (4) collect and update information relevant to the objeHtives of the service; and (5) organize information in a way that best suits the information demands which the system is designed to meet. A bibliography cites four sources dealing with information systems and services. (FM)

ED 180 457 IR 007 931

Lovelace, Eugenia

Community Information Services in New South Wales Public Libraries: An Investigation.

Library Council of New South Wales, Sydney (Australia).

Pub Date-79

Note-84p.; For related documents, see IR 007 929-931

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Community Agencies (Public), *Community Information Services, Data Collection, Foreign Countries, Interagency Cooperation, *Library Role, *Library Services, Library Surveys, Program Planning, Publicize, *Public Libraries, Tables (Data)

Identifiers-*Australia

This first in a set of three reports presents the findings of Australia's Community Information Sharing Service (CISS) study designed to (1) collect data on public libraries in New South Wales which currently offer or contribute to a community information service; (2) analyze that data to assess the extent to which library involvement in community information is influenced by the library's degree of cooperation with other agencies, its methods of collecting and updating information, the structure of its indexing and classification systems, the quality of its promotion of services, and the measures of evaluation of its services; (3) develop guidelines for cooperation between libraries and other agencies, collecting and updating information, organizing a satisfactory indexing system, publicizing and promoting the services, initiating, expanding, and evaluating the services; and (4) communicate and promote these guidelines to public librarians and other community information workers. Survey methods and limitations of the study are described, and appendices include copies of the CISS cover letter, the collated questionnaire, Chi-square analyses, and a bibliography. (FM)

ED 180 458 IR 007 932

Cox, P. H. And Others

Computer-Based Information Services in Medicine: A Feasibility Study.

Otago Univ., Dunedin (New Zealand). Medical Libraries.
Spons Agency-National Library of New Zealand, Wellington.
Pub Date-May 79
Note-113p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Data Bases, Dial Access Information Systems, Feasibility Studies, Foreign Countries, *Information Needs, Information Networks, Information Retrieval, *Information Services, *Information Systems, Library Surveys, *Medical Libraries, On Line Systems, Use Studies

The objectives of this study were to examine the need and potential demand for computer-based information services in the University of Otago medical libraries, to evaluate the various databases of interest, and to recommend the best means of access to such services. Data were collected through user and library surveys, an extensive literature search, and contacts with people experienced or involved in computer-based information services. Findings indicated a need for online services in New Zealand because of the following factors: (1) online systems are the only means available of accessing some important information, (2) information needs of health care practitioners are going unfulfilled because of their time constraints, and (3) online systems can be more cost-effective than manual searching of printed indexes. The study group therefore recommended that an experimental dial-access network be established for accessing MEDLINE in Australia. Appendices include instruments used in the surveys, pertinent data, and bibliography. (FM)

ED 180 459 IR 007 933

Sims, E. Norman

Development of a Model Dissemination Program for the Kentucky State Department of Education: State Dissemination Capacity Building Grant. Final Report.

Kentucky State Dept. of Education, Frankfort. Office of Communication Services.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 79

Contract-NIE-G-75-0018/5-0098

Note-280p.; Some tables and appendices will not reproduce; Appendix D removed prior to filming

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Educational Benefits, *Educational Innovation, *Information Dissemination, Information Services, *Models, Objectives, Program Design, Program Development, Program Effectiveness, *State Programs, Tables (Data)

Identifiers-*Kentucky, State Dissemination Capacity Building Program

Described in this report are the rationale, operation, results, and benefits of a 3-year project that developed a systematic dissemination program in the Kentucky State Department of Education. Aspects covered include program framework, administrative structure, components of the framework, procedures, expected and determined results, user capacity, and program status upon completion of the project. Discussed are the use of the department's resource base of online and other resource materials, the plan's 3-level system that linked the resource base to the users, and the management change that aided in the project's success. Appendices provide numerous tables, graphs, and figures and include a sample dissemination linkage report and district file, a guidebook for local linkage teams, and sourcebook samples of the Kentucky Dissemination Catalyst.'' (JD)

ED 180 460 IR 007 934

Stewart, Richard Addison

The Development of National Library Functions in the British Museum Library and the Library of Congress.

Pub Date-Sep 78
Note-149p.; Master's Thesis, University of Chicago
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Bibliographies, Cataloging, Copyrights, Depository Libraries, *Historical Reviews, Leadership Responsibility, Library Collections, *Library Role, *National Libraries, Research Libraries
Identifiers-*British Museum Library (England), *Library of Congress

The histories of two national libraries, the British Museum Library and the Library of Congress, are examined with respect to the development of each of three functions: (1) the acquisition and maintenance of a comprehensive collection of the country's publications, usually by copyright deposit; (2) the maintenance of basic research collections in the major fields of inquiry; and (3) the provision of leadership and assistance to the rest of the country's libraries in bibliographic activities. It is suggested that, despite dissimilar origins and varying rates of development, the two libraries came eventually to perform the same functions, and thus that the development of national libraries is guided less by convention or tradition than by the needs of the societies in which they arise. (Author/JD)

ED 180 461 IR 007 935

Weaver, Gwendolyn, Comp. And Others

Ethnic Library Materials: A Preliminary Vendor List.

California Ethnic Services Task Force, Santa Barbara.

Pub Date-78
Note-29p.; For related documents, see IR 007 925-926 and IR 007 937
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-American Indians, Asian Americans, Blacks, Directories, *Ethnic Groups, Library Acquisition, *Library Materials, Mexican Americans, Public Libraries, *Publishing Industry, Spanish Speaking
Identifiers-*Collection Development

This library materials vendor list is designed for use by medium-sized public libraries wishing to procure materials by or about the four major ethnic groups in California: American Indian, Asian, Black, and Spanish-speaking. The list is divided into four sections, one for each of the four ethnic groups represented. The second section, containing Asian language vendors, is further subdivided by cultural group and language Chinese, Japanese, Korean, Pilipino, Vietnamese and a listing of vendors supplying generalized Asian American materials. Mainstream publishers and vendors have been largely excluded, as well as those which handle ethnic materials only as a sideline. (Author/CWM)

ED 180 462 IR 007 936

Cole, John Y.

For Congress and the Nation: A Chronological History of the Library of Congress.

Library of Congress, Washington, D.C.

Pub Date-79

Note-348p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 030-003-00018-7)

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Government Libraries, *Government Role, Historical Reviews, *Library Administration, *Library Collections, *Library Services, National Libraries, *Organizational Development

Identifiers-*Library of Congress

The origins of the principal collections, services, and administrative units are outlined in this chronological history of the Library of Congress. The early development of the collections is outlined in considerable detail; for later years, only those acquisitions of special significance are included. Sources for further study are suggested. (CWM)

ED 180 463　IR 007 937

Bareno, Laura A., Comp. And Others
A Guide for Developing Ethnic Library Services.
California Ethnic Services Task Force, Santa Barbara.
Pub Date-79
Note-89p.; For related documents, see IR 007 925-926 and IR 007 935
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-American Indians, Asian Americans, Blacks, *Ethnic Groups, Guides, Information Needs, *Library Collections, Library Material Selection, Library Planning, *Library Services, Mexican Americans, *Program Development, Program Evaluation, Spanish Speaking
Identifiers-*Collection Development

The model plan outlined in this practical guide for the establishment and development of library collections and services to meet the needs of ethnic populations particularly Asian American, Black, Chicano/Spanish speaking, and Native American is intended for use by library administrators and ethnic services librarians. Guidelines provided cover planning and evaluation, staff selection, ethnic community information needs assessment, establishing and providing access to ethnic collections and services, and developing programs and services for ethnic populations. Included are numerous appendices and a bibliography. (CWM)

To Help You Know: Information and Referral Services for the Residents of Maryland's Eastern Shore.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date-Jan 79

Note-61p.; Appendices E and F may not reproduce

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Community Information Services, *County Libraries, *Data Sheets, Financial Support, Information Needs, *Library Programs, Problems, Program Evaluation, Publicize, *Referral, Rural Areas

Identifiers-*Information and Referral Services, Maryland (Eastern Shore)

This report describes the information and referral services project in a 3-county rural area that was developed in the county public library systems to meet the educational, cultural, and recreational needs of their communities. Sections of the report cover recognition of need, the area served, funding, the project itself (objectives, staff, training of project staff and permanent library staff, data collection), publicity, delivery of information and referral services, evaluation, and problems encountered and objectives not met. Some excerpts from the project's monthly reports describing specific activities are provided, and an outline of the procedures used to set up the project concludes the report. Appendices include an organizational chart, descriptions of the project staff, a list of the administrators involved, the project budget, the information and referral statistical report, statistics on information and reference questions, forms used in the project, and sample publicity. (JD)

ED 180 465 IR 007 939

Intergovernmental Conference on Scientific and Technological Information for Development. UNISIST II, Paris, 28 May-1 June 1979. Main Working Document.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.-PGI-79/CONF.201/COL.5; PGI/UNISIST II/4

Pub Date-18 Apr 79

Note-148p.; For a related document, see IR 007 955

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Change Strategies, Cooperation, *Developing Nations, *Information Dissemination, Information Services, Information Utilization, *International Programs, Planning, Policy Formation, Review (Reexamination), *Technology Transfer

Identifiers-Information Flow, *Scientific and Technical Information

Prepared for conference participants, this document is comprised of three parts: (1) Part A reviews the achievements since the UNISIST Intergovernmental Conference of 1971 and provides background information for their assessment; (2) Part B deals with the general problem of the flow and utilization of scientific and technological information and its role in development; and (3) Part C sets out ideas and suggestions that could facilitate the shaping of strategies for future action at the national, regional, and international levels, and underlines some of the main issues. Provided at the beginning of the document is an Executive Summary, intended to assist the conference in focusing its discussion on the main concepts and issues raised. Appended are a glossary of terms and a table defining acronyms. (Author/JD)

ED 180 466 IR 007 940

International Barriers to Data Flows: Background Report. Prepared for the Use of the Committee on Interstate and Foreign Commerce, House of Representatives, and Its Subcommittee on Communications, Ninety-Sixth Congress, First Session.

Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce.

Report No.-House-Comm-Print-96-IFC-19

Pub Date-Apr 79

Note-24p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Background, *Communications, *Information Dissemination, International Organizations, *International Relations, *Laws, *Privacy

Identifiers-Communications Industry, Computer Industry, Europe, *Transborder Data Flows

This document is a staff study on a potentially major problem in international communications: the erection of international barriers to the free flow of data communications. Background and analysis are provided on (1) the European computer/communications industry; (2) national privacy laws of Sweden, Norway and Denmark, West Germany, France, Great Britain, and the United States; and (3) transborder data flows major issues and action in international organizations, i.e., the United Nations, Nordic Council, Council of Europe, European Economic Community, and the Organization for Economic Cooperation and Development. A framework for future consideration concludes the report. (JD)

Introducing ORACLE: Library Processing in a Multi-User Environment.
Queensland Library Board, Brisbane (Australia).
Pub Date-79

Note-50p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cataloging, Computers, Electronic Data Processing, Flow Charts, Foreign Countries, *Library Acquisition, *Library Automation, *Library Circulation, *On Line Systems
Identifiers-*Australia (Queensland), *ORACLE System

Currently being developed by the State Library of Queensland, Australia, ORACLE (On-Line Retrieval of Acquisitions, Cataloguing, and Circulation Details for Library Enquiries) is a computerized library system designed to provide rapid processing of library materials in a multi-user environment. It is based on the Australian MARC format and fully integrates the three sub-systems of acquisitions, cataloging, and circulation. The system has automated authority control, and the authority files are available online for editing and consultation; online searching is possible by name, title, series, subject, ISBN, ISSN, and LCN. Libraries using the system can share records and adjust these to suit local requirements, and consult the union catalog online. Written in COBOL, ORACLE operates on a Control Data CYBER 72-16 computer and is scheduled for completion by June 1980. (Author/JD)

ED 180 468　　　　IR 007 942

Schlueter, Lynn C., Comp. Fritz, Jim, Comp.

Journals and Newsletters on Non-Formal Education and Development: A Select Annotated Bibliography. Occasional Paper No. 5.

Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-79

Note-42p.; For related documents, see IR 007 948 and IR 007 956

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, Annotated Bibliographies, *Developing Nations, Human Development, Information Services, *Information Sources, *International Educational Exchange, Newsletters, *Nonformal Education, Periodicals, Technical Assistance, Technological Advancement, Technology Transfer

Identifiers-*Nonformal Education Information Center

This collection of 238 journals and newsletters was prepared by the Non-Formal Education Information Center to provide information resources for development planners and practitioners, principally in developing nations. Annotations are in English, but some sources listed are written in French, Spanish, Portuguese, Hindi, German, Arabic, Indonesian, or Swahili. Topics covered are health, nutrition, agriculture, technological development, careers for women, housing, vocational training, literacy, environmental concerns, adult education, and family planning. Included are reports of projects, research, workshops, and training programs, and guides for development practitioners. Listings give full addresses of information sources. The final section of the bibliography lists 54 additional newsletters and journals in the Non-Formal Education Information Center. (SW)

ED 180 469 IR 007 943

Conner, Ronald C.

Legal Information Sources: An Annotated Bibliography.

Arlington Heights Memorial Library, Ill.

Pub Date-May 79

Note-28p.; Contains some light print

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Annotated Bibliographies, *Information Sources, *Laws, *Legal Aid, Legal Education, Legal Problems, Periodicals, Public Libraries, *Reference Materials, *Resources

This 25-page annotated bibliography describes the legal reference materials in the special collection of a medium-sized public library. Sources are listed in 12 categories: cases, dictionaries, directories, encyclopedias, forms, references for the lay person, general, indexes, laws and legislation, legal research aids, periodicals, and specialized materials on Illinois law. A section on specialized reference sources such as retirement, employment, environmental law, divorce, and other subjects of particular concern to citizens completes the bibliography. (SW)

Manual on Intellectual Freedom.
Alabama Library Association, University.
Pub Date-79
Note-28p.
Available from-Alabama Library Association, P.O. Box BY, University, AL 35486 ($2.00, per copy)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Censorship, *Documentation, *Freedom of Speech, *Libraries, Library Acquisition, *Library Material Selection, Manuals, Moral Issues, Records (Forms), *School Libraries

Prepared by the Alabama Intellectual Freedom Committee, this practical handbook explores the concerns of librarians, especially school librarians, in the area of intellectual freedom. Included is the Library Bill of Rights; followed by an interpretation which suggests procedures for effective preparation for and confrontation with "censors." In addition, the ALA presents a statement of selection/acquisition policies. Appendix A contains a statement on the freedom to read and a reprint of the School Library Bill of Rights. Further interpretations of the Library Bill of Rights discuss restricted access to library materials, sexism, racism, labeling, and confidentiality of library records. The report concludes with two recommended forms: a librarian's report to the intellectual freedom committee, and a citizen's request for reconsideration of library material. (SW)

ED 180 471 IR 007 945

Sive, Mary Robinson

Mental Health.

INFORMEDIA, Pearl River, N.Y.
Pub Date-Sep 79
Note-22p.
Available from-INFORMEDIA, P.O. Box 1020, Pearl River, NY 10965 ($10.00 subscription; $3.50 for single issue, prepaid)
Journal Cit-Media Monitor; v3 n1 Sep 1979
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Annotated Bibliographies, Educational Resources, Elementary Secondary Education, *Filmographies, Instructional Materials, *Instructional Media, *Library Services, *Mental Health, Mental Health Programs, *Reference Materials

Instructional materials covering the major topics on mental health include 266 films, filmstrips, videotapes, slides, books, pamphlets, and other media. Of these, 118 references are appropriate for high school students, 80 for elementary students, and 68 are reference books and curriculum guides for professional use. Topics covered include general mental health, the mind, the emotions, importance of self-image, coping mechanisms, and abnormal behavior, and its treatment. Cross-references are provided, as well as a directory giving complete addresses of suppliers and a subject index. (SW)

ED 180 472 IR 007 946

Torres, Rita, Comp. And Others
Multicultural/Multilingual Resources: A Vendor Directory.
California Ethnic Services Task Force, Santa Barbara.
Pub Date-79
Note-233p.; For related documents, see IR 007 925-926, IR 007 935, and IR 007 937
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-American Indians, Asian Americans, Blacks, *Comparative Analysis, Directories, *Ethnic Groups, *Library Materials, Mexican Americans, Public Libraries, *Publishing Industry, *Resource Materials, Spanish Speaking, Surveys
Identifiers-*Collection Development

This directory of library materials vendors is designed for use by medium-sized public libraries to assist librarians in developing collections for the multicultural, multililgual cmmunities which they serve, and includes information on vendor profile, pre-order services provided, and customer satisfaction. The directory concentrates on four major groups in California: Asian American of Chinese, Japanese, Korean, Pilipino and Vietnamese descent; Black; Chicano/Spanish-speaking; and Native American. An ethnic vendor is anyone who supplies materials about the history and culture in English or in the languages of the particular group or groups, whether exclusively or as part of his stock. A machine-readable questionnaire and letter were sent to 430 vendors and 100 libraries and library systems throughout California. The 140 vendor and 23 library responses were tabulated for a print-out including 61 comparative data responses (self-evaluation by the vendor plus at least one library evaluation); 79 vendor-only responses; and 41 vendors evaluated by at least one library. A subject index provides vendor names as sources of: (1) generalized Asian American materials in English; (2) materials in the Chinese, Japanese, Korean, Pilipino, and Vietnamese languages; (3) Black materials; (4) Chicano/Spanish language materials; and (5) Native American materials. (Author/CWM)

ED 180 473 IR 007 947

Benson, Gregory, Jr.
The National Education Practice File Development Project: A Summary of Phase I Activities and Plans for Phase II.
Bibliographic Retrieval Services, Inc., Scotia, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-21p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Data Bases, *Educational Resources, Information Processing, *Information Retrieval, Program Design, *Program Development, Relevance (Information Retrieval), *Systems Analysis, Systems Approach

The stated goal of the project is to accomplish the design and pilot test of a file of educational practices compatible with and complementary to ERIC.'' This summary of the phase I (design) documentation outlines product requirements, and describes activities and outcomes to complete those requirements. Eight products are discussed in the report: (1) file idea list, (2) review of related information products and services, (3) screened file idea list, (4) preliminary design feature alternatives, (5) feasibility discussion of alternatives, (6) file design, (7) evaluation/test design, and (8) a revised phase II plan. An executive summary of these phase II plans includes discussion of the creation, pilot testing, and evaluation of a test practice file. Lists of the internal advisory committee and project advisory group committee complete this summary of the report. (SW)

ED 180 474 IR 007 948

Claffey, Joan M. And Others

Non-Formal Education Information Center. Program of Studies and Technical Assistance in Non-Formal Education. A Report of Progress and Recommendations for the Future and Annual Supplements.

Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Bureau for Technical Assistance.

Pub Date-79

Contract-AID/CM/ta-C/73-22

Note-156p.; For related documents, see IR 007 942 and IR 007 956

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Developing Nations, Information Dissemination, Information Networks, *Information Services, Intercommunication, *International Educational Exchange, *Nonformal Education, Program Descriptions, Program Development, Tables (Data)

Identifiers-*Nonformal Education Information Center

This series of progress reports documents the evolution and growth of the Non-Formal Education Information Center since its inception in 1974 in terms of the people and organizations it serves, the kinds of requests it receives, and the services it provides. Illustrative examples of individuals, organizations in its international network, and requests are used throughout the reports. Observations and characteristics of general and special task requests in the first progress report are evaluated through trend analyses in the 1977 and 1978 annual supplements. Tables indicate network distribution by region and organizational affiliation. Emphasized is the increasing synergistic participation within the network, a trend supported by NFE in order to increase the awareness of, and opportunities for, the exchange of ideas and practices among people in all facets of development work. Appendices to the first progress report list organizations within the NFE network, present the 2-page NFE Information Center Brochure, and provide examples of user correspondence. Progress report supplements for 1977 and 1978 include alternatives for future courses of action. (SW)

ED 180 475 IR 007 949

Markey, Karen

Online Searching of ERIC: Suggestions for Improvement from the Special Project.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Pub Date-14 Oct 79
Note-23p.; Paper presented at the ERIC Users' Workshop (Minneapolis, MN, October 14, 1979); For related documents, see IR 007 494-495
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Automatic Indexing, Clearinghouses, *Data Bases, *Information Retrieval, Information Services, *Information Systems, *On Line Systems, Search Strategies

Based on a series of studies performed by ERIC/Information Resources staff and consultants which focused on the activities of over 40 experienced online searchers, this report offers the following suggestions for enhancing certain online retrieval system features and making improvements in ERIC vocabulary: (1) the implementation of an online rotated descriptor display, (2) the introduction of an online rotated identifier display, and (3) the use of links between the controlled vocabulary and free text. A brief history of ERIC online services precedes a cursory look at some current ERIC searching practices. In addition, an appendix provides three overheads which compare several elements of ERIC searching with those used by three commercial bibliographic retrieval services presently marketing the ERIC database. (FM)

ED 180 476 IR 007 950

Buckland, Lawrence F. Basinski, William L.

The Role of the Library of Congress in the Evolving National Network. Final Report.

Library of Congress, Washington, D.C. Network Development Office.
Spons Agency-National Commission on Libraries and Information Science. Washington, D. C.
Pub Date-78
Note-142p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 030-000-00102-8)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Cataloging, *Information Networks, Information Systems, Library Cooperation, *Library Networks, *Library Role, Library Services, Library Surveys, National Libraries, *National Norms, On Line Systems

This study of the role of the Library of Congress (LC) in the emerging national information network analyzed data gathered from 23 libraries and network organizations, and found that LC should assume leadership in network development activities by performing the major coordinating role in applying technology and acquiring funding for the technical and standards-related tasks required to link federal, multistate, state, and local systems into the national network. Other recommended activities include continuing LC's role in the creation and distribution of cataloging and authority control data, increasing its cataloging coverage, and reducing cataloging delays; establishing and maintaining an online national bibliographic database of cataloging and authority data to be accessed as a source of last resort by national network participants; continuing to create and maintain a national union catalog in machine-readable form for use by network participants; and expanding its information and training programs to inform the library community about the development and operational status of its activities and those of the network. Appendices list the study's advisory committee and the libraries and networks surveyed. (FM)

Clay, Katherine Long, Susan
SMERC Linking Agent's Handbook: Personnel, Resources, Services, Publications, Policies and More.... Revised.
San Mateo County Superintendent of Schools, Redwood City, Calif. Educational Resources Center.
Pub Date-Aug 79
Note-42p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Clearinghouses, *Data Bases, Guides, *Information Networks, *Information Services, Information Systems, On Line Systems, *Resource Centers, Search Strategies
Identifiers-California

This compilation of miscellaneous information about the San Mateo Educational Resources Center (SMERC) was designed as a reference tool for SMERC linking agents, i.e., SMERC-trained personnel responsible for explaining their center's information services to subscribing agencies. It contains SMERC subscription information; listings of resources and files; descriptions of the types of searches performed by SMERC as well as policies, charges, and publications; guidelines for the submission of documents; a directory of ERIC clearinghouses and related units; a glossary; a list of available microfiche readers and printers including vendors; sample ERIC and SMERC forms; and a schedule for estimating the number of microfiche needed for various document lengths. (FM)

ED 180 478 IR 007 952

Hitchingham, Eileen E.

A Study of the Relationship between the Search Interview of the Intermediary Searcher and the Online System User, and the Assessment of Search Results as Judged by the User. Final Report.

Oakland Univ., Rochester, Mich. Kresge Library.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date-Aug 79

Grant-G007702309

Note-107p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Information Retrieval, On Line Systems, *Question Answer Interviews, Questioning Techniques, *Relationship, *Relevance (Information Retrieval), Search Strategies, Surveys, Tables (Data), *User Satisfaction (Information)

Using data gathered from 54 evaluation forms and 18 recorded interviews, this study focused on in-person users of the MEDLINE system at three search sites to determine the relationship between presearch interviews and user assessments of precision and concern for recall in online searches, and to determine differences in assessment characteristics exhibited by student and faculty users of the system. Relationships were demonstrated between the value designation and the user's satisfaction with the proportion of relevant citations, the user's concern for recall, the relevance score, and the perception of the searcher in the interview. User information-giving during the interviews was related to relevance scores for the searches, and question-asking by the searcher was related to information-giving by the user. Faculty and student users showed no significant differences in their assessments of value, relevances, satisfaction with the proportion of relevant citations retrieved, and in their perceptions of the searcher in the interview. Appendices to the study include samples of the tools used and a bibliography. (FM)

ED 180 479 IR 007 953

The Use of an On-Line Microfiche Catalog for Technical Service and Retrieval of Bibliographic Data. Final Report.

California Univ., Los Angeles. Graduate School of Library and Information Science.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-1 Apr 79
Grant-G00702302
Note-249p.
Pub Type- Reports - Evaluative (142) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Catalogs, Computer Output Microfilm, Computer Storage Devices, Feasibility Studies, *Information Retrieval, *Information Storage, Information Systems, Manuals, *Microfiche, *On Line Systems

This report describes the development and implementation of a prototype system that integrates a microfiche catalog into an online computer system for bibliographic control. Such a system permits the storage of catalog data not yet converted to digital form, data in ideographic form, data for large numbers of little-used records, and data for use with mini- and micro-computers. The five sections of the report include (1) an overview of the project and a review of the potential for use of microform catalogs as components of computer-based systems; (2) a review of recent developments in the use of such catalogs, including a topically-arranged bibliography and a synoptic analysis of it; (3) an operator's manual which specifies how to use the equipment involved and explains how the machine programs function and interrelate; (4) a description of the programs used in demonstrating the system; and (5) a cost/effectiveness evaluation of the system. (FM)

ED 180 480 IR 007 954

Texas Library System. State Fiscal Year 1979.
Texas State Library, Austin.

Pub Date-79
Note-140p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Annual Reports, *Budgets, Charts, County Libraries, Directories, Interlibrary Loans, *Library Networks, Library Programs, Personnel, Public Libraries, *State Programs, Statistical Analysis, Tables (Data)
Identifiers-*Texas

This annual report consists of two major sections the system staff and programs of the state's ten library systems, and the summary budget analysis. Information provided for each of the ten systems includes the address, telephone number, name of system coordinator of the interlibrary loan office and a directory of staff members; names and addresses of system advisory council members; a table of member libraries, showing population served, qualification, and deficient criterion (if applicable); and abstracts of system programs for SFY 1979. A statistical analysis of the budget includes system funds distribution, expenditures for collection enrichment, system film programs, continuing education and system administration programs, expenditures for headquarters staff, and system staffing. Included in the report are a state map showing the regional library systems and Texas library association districts, an introductory description of the state system (background, programs, and funding), and a staff directory of the Library Development Division of the Texas State Library. (JD)

ED 180 481 IR 007 955

Hattery, Lowell H., Ed.

UNISIST II: Special Report.

Lomond Publications, Inc., Mt. Airy, Md.

Pub Date-Jun 79

Note-14p.; For a related document, see IR 007 939 ; Proceedings of the Intergovernmental Conference on Scientific and Technical Information for Development (Paris, France, May 28-June 1, 1979)

Available from-Lomond Publications, Inc. Mt. Airy, MD 21771

Journal Cit-Information Retrieval and Library Automation; v15 n1 Jun 1979

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Background, Conference Reports, *Cooperation, Developed Nations, *Developing Nations, Information Dissemination, Information Needs, *International Organizations, *Technology Transfer

Identifiers-Recommendations, *Scientific and Technical Information, *UNISIST II

The major part of this report of the Intergovernmental Conference on Scientific and Technical Information (UNISIST II), held in Paris May 28-June 1, 1979, focuses on three sets of recommendations which were unanimously approved after combining the recommendations proposed by various groups and blocs: (1) recommendations to the United Nations Conference on Science and Technology for Development (UNCSTD), (2) recommendations to Unesco, and (3) recommendations to member states. In addition, the report summarizes the conference's major issues of concern, provides a brief description of conference activities, discusses the "politicization" of the conference, describes U.S. participation, and presents a short historical background of UNISIST, including its policies, plans, norms, and standards. (JD)

ED 180 482 IR 007 956

Schlueter, Lynn

A Simple Guide to the Non-Formal Education (NFE) Information Center: How Documents Are Classified, Indexed, and Cross-Referenced.

Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Pub Date-Oct 78

Note-27p.; For related documents, see IR 007 942 and IR 007 948

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Catalogs, *Classification, Codification, Filing, Indexes (Locaters), Indexing, *Information Processing, Information Retrieval, *Nonformal Education, Subject Index Terms

Identifiers-*Nonformal Education Information Center

An introduction to the classification principles for documents at the Non-Formal Education Information Center is given for the cataloger. The classification scheme, itemized in the first section, consists of 11 main categories such as concepts, training methods, program content, bibliographies, and countries. The next section details classification and coding procedures. The author/organization index file is then explained, with special attention given to international organizations, in-country agencies, and acronyms. The subject index file contains cross-reference cards for documents with multiple subjects. Two other small index files the organizations arranged-by-subject file and the projects and programs file allow the searcher to locate quickly documents referring to specific organizations or projects. Finally, the steps in preparing and filing index file cards are enumerated. (SW)

Feilitzen, Cecilia
Children and Television in the Socialization Process. Some Results of Scandinavian Research. No. 28.
Swedish Broadcasting Corp., Stockholm.

Pub Date-2 Dec 75
Note-41p.; Contains some light print
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Development, Childrens Television, *Social Development, *Socialization, Television Research, *Television Viewing
Identifiers-*Scandinavia

This study briefly reviews the findings of Scandinavian research on children and television in the socialization process. Viewing habits of children, their social situations, and the breakdown of various viewer groups are explored. The interactive nature of television programs that seek active responses from children are discussed, as well as television's influences on the child's norms and values, mostly in regard to program preferences expressed by this group. Research relating to educational programming is further explored. An extensive reference list to Scandinavian resources on television research, and a subject index to the report are included. (RAO)

ED 180 484 IR 007 975

Everson, Howard T. And Others

Attitudes Toward Instructional Media: A Comparison of Teacher Education and Computer Science Majors.

Pub Date-Oct 79

Note-17p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Fallsview, NY, October 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Automation, Computer Science Education, Educational Research, Fear, *Instructional Media, *Student Attitudes, *Teacher Education

The relationship between a fear of automation and teachers' attitudes toward a variety of instructional media is explored by comparing the attitude scores of teacher-education and computer science majors. Eighteen terms describing the instructional media were presented to both groups. Nine of the instructional devices were considered traditional, while the remaining nine were associated with automated instructional technology. The subjects, 78 undergraduate students, rated each term using six bipolar scales from the semantic differential. A repeated measures ANOVA lends further support to the hypothesis that a fear of automation is an important variable modifying teachers' attitudes toward instructional media. (Author)

ED 180 485 IR 007 986

Matthews, Fred W.

Library Catalogue Automation: Cost-Benefit Factors.

Pub Date-79
Note-13p.; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Catalogs, *Comparative Analysis, *Cost Effectiveness, Costs, Economic Factors, *Library Automation, *On Line Systems
Identifiers-*Dartmouth Regional Library (Nova Scotia)

This paper describes an automated card catalog system, developed for the Dartmouth Regional Library in Nova Scotia, which uses records of selected fixed-length fields; it is proposed as a prototype for a system meeting the needs of a public library system with a collection size of about 100,000 items. The costs of operating a catalog system based on MARC-type records and one using selected fixed-length fields are compared, and the factors which contribute to the approximately ten times lower cost of the selected system are outlined. Included in the document are a table showing the content of the record, a figure giving the page format for the author and subject catalogs, and a systems flow chart. (Author/JD)

ED 180 486 IR 007 987

Williams, Benjamin R.
The Library-College in Higher Education. A Survey of Five of Its Structural Components.
Pub Date-77
Note-23p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bibliographies, *College Libraries, Curriculum, *Educational Innovation, Faculty College Relationship, *Higher Education, Independent Study, *Library Role, *Literature Reviews, Organization
Identifiers-*Library College

The library-college concept, which has been partially or totally adopted by numerous academic institutions in the United States, is an experimental, institutionalized program in which independent study replaces classroom lectures, with the library functioning as the physical and metaphysical heart of the campus. Reviewed in this paper are articles and existing research directly concerned with the relationship of five specific structural components of the contemporary library-college: (1) the learning mode, (2) the library, (3) the faculty, (4) the curriculum, and (5) the organization. A bibliography is provided. (Author/JD)

ED 180 487 IR 007 988

Deffenbaugh, James T.

Library Faculty Salary Survey: Preliminary and Final Reports.

American Association of Univ. Professors, Washington, D.C.

Pub Date-78

Note-21p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Libraries, Library Surveys, *Professional Personnel, *Salaries, Tables (Data)

Identifiers-*University of Notre Dame IN

The first of these two reports by the Library Faculty Affairs Committee compares the findings of a survey of library faculty salaries at the University of Notre Dame with statistics reported by the Association of Research Libraries (ARL) based on 94 libraries and the American Association of University Professors (AAUP) for 1557 libraries, as well as with average salaries by rank for teaching faculty at Notre Dame. The second report summarizes the findings of this survey and reports the main conclusion reached by the committee that the N.D. library faculty should take no action as a group for salary enhancement of professional library positions. The reasons for this recommendation are discussed in some detail, and other related issues are noted. Appendices include tables showing average salaries by region for ARL libraries and weighted average salary by rank and AAUP classification for 1977-78. (JD)

ED 180 488 IR 007 989

Luther, James L., Comp.

Library Handbook for Students, Fifth Edition.

Cumberland County Coll., Vineland, N.J.

Pub Date-80

Note-29p.; Photographs may not reproduce clearly

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Students, Divided Catalogs, Indexes (Locaters), *Junior College Libraries, *Library Guides, Library Services, Periodicals, Special Services

Identifiers-Cumberland County College Library NJ

This handbook organized to assist students in using the Cumberland County College Library provides brief sections on the arrangement of books on the shelves, including call numbers and symbols used by the library; non-book materials; how to locate materials using the card catalog; card types, including cross references; the arrangement of cards in the catalog; reference service; periodicals and indexes, including newspapers; special services; the pamphlet file; phonodisc records; circulation policy; and circulation procedures, including fines and faculty reserves. A floor plan of the library and a circulation schedule are also provided. (JD)

Baird, Lucille
Library Media Institute for Paraprofessionals.
Eastern New Mexico Univ., Portales.
Pub Date-Dec 78
Grant-G007701433
Note-19p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiovisual Centers, Elementary School Libraries,
Instructional Materials Centers, *Library Education, Library Programs,
*Library Skills, *Library Technicians, Media Specialists,
*Paraprofessional Personnel, Rural School Systems, *Staff Improvement

A training institute was held by the School of Education at Eastern New Mexico University to increase the library and audiovisual media skills of elementary school library media aides in this sparsely populated area, where many school media technicians have little or no college training. The institute was designed to increase competencies of library aides in six areas: (1) graphics production and display, (2) information and materials processing, (3) operation and maintenance of instructional equipment, (4) clerical tasks related to the ordering and receiving of materials, (5) circulation and use of materials and equipment, and (6) working directly with students and teachers. The training period was divided into two parts: a 5-week summer session at the university and a 16-week on-the-job training program at participating schools in a 7-county target area. Twenty library aides were registered for participation; 19 completed the program. One of the two faculty members employed to teach at the institute specialized in media production and utilization, and the other in selection and processing of library materials. An external evaluation indicated the program was successful in improving the competency and self-confidence of the participants; several aides showed interest in continuing college training. (SW)

Provenzano, Dominic
Locating U.S. Government Publications in the Dartmouth College Library.
Dartmouth Coll., Hanover, N.H. Library.
Pub Date-79
Note-48p.; Some examples may not reproduce
Available from-Reference Department, Baker Library, Dartmouth College, Hanover, NH 03755
Pub Type- Guides - General (050) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bibliographies, Directories, Federal Government, *Government Publications, Guides, *Indexes (Locaters), *Information Retrieval, Information Seeking, Library Collections, *Search Strategies, University Libraries

This guide to searching government documents provides a subject list, including LC call numbers, of 15 government publications indexes in the Dartmouth College Library and an explanation of U.S. government documents organization and coding. Detailed descriptions of each of the 15 indexes include sample entries with labels identifying the codes and numbers used. Two indexes described in detail are the Congressional Information Service/Index, for which examples show use of the index to locate abstracts of congressional publications, and the American Statistics Index. A sample search of the latter explains the steps involved in locating statistical information, with 20 suggestions for searching. Sample entries by race, sex, and state illustrate the types of detailed statistical data provided by the index. (SW)

ED 180 491 IR 007 992

Reed, Linda

Marketing: Exploring Applications for Educational Dissemination. Literature Synthesis.

NTS Research Corp., Durham, N.C.

Pub Date-Dec 78

Note-135p.

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Change Agents, Diffusion, Educational Innovation, *Information Dissemination, *Marketing, *Needs Assessment, *Planning, Publicize, Research and Development Centers, Validated Programs

Identifiers-State Capacity Building Program

This synthesis of information about marketing and information dissemination of education-related products is divided into three parts: an overview of major writings, specific marketing strategies, and resources for further study. The first part opens with a definition of marketing as it relates to education. A review of the literature provides discussions of education-oriented marketing emphases and strategies, including the production orientation/sales orientation/change agent approach and tactics for building dissemination capacity. Specific marketing strategies for educational disseminators are described in the second section. Tactics for planning implementation of a marketing concept orientation include market structure analysis, needs analysis, monitoring of the educational environment, and promotion. The final part of the report presents resources for self-education in the form of a 43-page annotated bibliography divided into subject areas: definition of marketing, planning, information systems, consumer behavior, packaging and pricing, distribution, promotion, sales, product evaluation, case studies, and marketing games. Eight appendices provide reprints or outlines of key reports in specific areas including a systematic marketing audit, major segmentation variables, the discrepancy model, and channels of distribution. (SW)

ED 180 492 IR 007 993

Microform Collections in Milner Library, Illinois State University, Normal.

Illinois State Univ., Normal. Milner Library.

Pub Date-Sep 79

Note-91p.

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Books, *History, Indexes (Locaters), *Library Collections, Library Guides, *Microforms, Periodicals, *Primary Sources, Publications, *Reference Materials, Serials, *University Libraries

This guide to microform collections and resources at Milner Library is intended to alert users to available research potential on microform and to aid in the location and use of these materials. Included are (1) collections based on previously published bibliographies; (2) holdings of libraries; (3) collections of books, periodicals, newspapers, manuscripts, and pamphlets gathered from various sources and treated as a unit; and (4) collections of documents of U.S. state and federal governments, foreign governments, and international organizations. Each of the 156 entries contains title, location, microform media, classification code, description, and citing indexes. Access to the list of collections is provided by title, subject, and academic department indexes. Collections include some official records in French, German, Russian, and Spanish. (SW)

ED 180 493 IR 007 994

Harlow, Millicent H.

Moffitt Undergraduate Library, University of California, Berkeley.

California Univ., Berkeley. School of Librarianship.
Pub Date-Jun 79
Note-76p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Libraries, Budgets, Library Acquisition, Library Circulation, Library Collections, *Library Facilities, Library Reference Services, Library Services, *Library Technical Processes, Tables (Data), Use Studies

Presented by a library science student at the University of California at Berkeley, this description of Moffitt Undergraduate Library includes financing and budget, the building (physical description), book collection, staff, library technical operations, and user services. The report begins with a framework for the idea of an undergraduate library separate from the graduate collection. Background information is provided about the University of California, its Berkeley campus, and the university libraries. Following an itemization of the library's physical layout are descriptions of the book and reference collections, selection policy, and collection analysis policies. Services examined include reference, circulation, reserve, technical, and such special services as the program for instructing students in the use of the library. A separate section focuses on organization and staff recommendations for the media center. An organizational chart and statistical breakdown of staff illustrate a discussion of library staff, and statistics on annual operating expenditures and library use are presented in tabular form. A report on student opinion of the library, based largely on a program review prepared by a public policy student, is prefaced by student demographic statistics. A summary, library floor plan, and list of sources consulted conclude the report. (SW)

ED 180 494 IR 007 995

Cates, Carolyn, Ed. And Others

The State of the States: Report of Discussions at the 1978 Dissemination Forum.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 79

Grant-OB-NIE-G-78-0203

Note-90p.

Available from-Educational Dissemination Systems Support Program, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($3.50, prepaid)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Change Agents, *Change Strategies, Conference Reports, Developmental Programs, *Educational Innovation, *Information Dissemination, State Government, *State Programs

Identifiers-Educational Information

This report profiles dissemination activities in 38 states and territories as the activities were described by participants in state or territory discussion groups at the 1978 Dissemination Forum. The profiles represent highlights of the discussions in response to questions concerning forces for change, dissemination programs and resources, dissemination actors, coordination and exchange, client impact, and the future. The profiles focus on the major factors and on examples of significant, interesting, or unusual aspects of educational dissemination in each state or territory. Although the profiles do not provide comprehensive or official descriptions, they do display a variety of perspectives on the general topics considered and on the nature and significance of dissemination activities in the states and territories described. (Author)

ED 180 495 IR 007 996

Stevens, Rolland E., Ed.
Supervision of Employees in Libraries.
Illinois Univ., Urbana. Graduate School of Library Science.
Pub Date-79
Note-116p.
Available from-Publications Office, Graduate School of Library Science, 249 Armory Building, Champaign, IL ($9.00)
Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Interaction, Leadership, *Librarians, *Library Administration, Motivation, Personnel Evaluation, *Personnel Management, Staff Improvement, *Supervision
Identifiers-*Allerton Park Institute IL

This document comprises the nine papers presented at the 24th annual Allerton Park Institute, which was sponsored by the University of Illinois Graduate School of Library Science, November 12-15, 1978, in Monticello, Illinois: (1) The Importance of Good Supervision in Libraries''; (2) Contributions from the Theory of Administration toward Understanding the Process of Supervision: Barth's Distinction''; (3) The Research Basis of Employee-Centered Supervision''; (4) An Overview of Supervision in Libraries Today''; (5) Leadership and Employee Motivation''; (6) The Role of the Supervisor in Training and Developing Staff''; (7) Making the Transition from Employee to Supervisor''; (8) Interaction Skills and the Modern Supervisor''; and (9) Handling Employee Problems.'' A brief description of the institute, including its activities and planning, is given in the introduction. (JD)

ED 180 496 IR 007 998

Seidner, Cathy
The Use of OCLC for Serials Control.
Pub Date- 78
Note-16p.; Best copy available
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cataloging, Evaluation, *On Line Systems, Problems, *Serials, *Use Studies
Identifiers-*Ohio College Library Center

Designed for use by serials librarians concerned with the implementation of OCLC (Ohio College Library Center) in their individual libraries, librarians responsible for deciding to adopt OCLC rather than a competitive system or to add the Serials Subsystem to the services they already receive from OCLC, and information scientists and systems analysts who need feedback from the operational data of their designs in order to test or modify them, this paper briefly reviews the use of OCLC for serials control. Sources cited include evaluative studies, factual material written by OCLC, and case studies of libraries using the system. Problems encountered with the system are discussed. Appendices provide an OCLC chronology a bibliography of case studies of OCLC users, and a sample OCLC check-in record of a serial. (Author/JD)

ED 180 497 IR 007 999

Klein, Gary A.

User Guides: Some Theoretical Guidelines for Their Use.

Klein Associates, Yellow Springs, Ohio.
Spons Agency-Air Force Office of Scientific Research, Arlington, Va.
Report No.-TR-SCR-79-8
Pub Date-Oct 79
Contract-AFOSR-F49620-79-C-0179
Note-16p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Guidelines, Skill Analysis, Task Performance, Teaching Procedures, *Theories
Identifiers-*User Guides

Recognitional capacity'' the ability to recognize when procedures apply is needed in order to perform tasks; this capacity cannot be replaced by higher-level procedures. As a result, guidebooks that attempt to provide step-by-step procedural accounts of task performance face an insurmountable barrier. User guides that attempt to show novices how to perform procedural tasks will be most successful; user guides applied to tasks that involve recognitional capacity, with the goal of developing high levels of proficiency, will be least successful. In the latter case, the information gathered will be voluminous and difficult to present, and will still be criticized as insufficient. The way to overcome the barrier presented by recognitional capacity is by approaching it directly, perhaps as a type of analogical reference, rather than by trying to reduce it to a set of procedures. Six references are listed. (Author/JD)

Gooler, Dennis D.

A Classification of Evaluation Studies of Instructional Technology Included in the ERIC System.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-77-0015
Note-199p.
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-34; $14.00 prepaid)
Pub Type- Reference Materials - Bibliographies (131) - Information Analyses (070)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Annotated Bibliographies, *Educational Research, *Educational Technology, *Evaluation Methods, Formative Evaluation, *Media Research, Questionnaires, Standardized Tests, Summative Evaluation
Identifiers-Information Analysis Products

Three introductory chapters discuss evaluation and identify relevant studies on three different perspectives: purposes for evaluation, focus of the evaluation, and methods of evaluation. Studies are divided into a number of categories under each of the broad topics, and listed alphabetically by author if one is given; if there is no personal author, they are listed by title. A single item is listed in as many categories as are deemed appropriate, and the ED or EJ number is indicated for each one. The full bibliographic citation and abstract or annotation are provided for each citation In a single alphabetical listing in the main body of the bibliography. The procedures used in the inquiry are outlined, and additional work needed is considered. (Author/JEG)

Slawsky, Dorothy A., Ed.

ERIC Information Analysis Products (And Other Clearinghouse Publications) 1978. An Annotated Bibliography of Information Analysis Publications of the ERIC Clearinghouses, January-December 1978.

National Inst. of Education (DHEW), Washington, D.C.
Spons Agency-ERIC Processing and Reference Facility, Bethesda, Md.
Pub Date-Sep 79
Note-74p.; For a related document, see ED 168 608
Pub Type- Reference Materials - Bibliographies (131) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Annotated Bibliographies, Bibliographies, Case Studies, *Clearinghouses, *Education, Literature Reviews, *Publications, Research Reviews (Publications), State of the Art Reviews, Statistical Data
Identifiers-*ERIC, Information Analysis Products

Ninth in the series of bibliographies of ERIC Information Analysis Products (IAP's), this annotated bibliography lists 211 documents prepared by the 16 Clearinghouses that analyze and synthesize educational literature for the period January-December 1978. Cited are research reviews, bibliographies, state-of-the-art studies, interpretative studies on topics of high current interest, and many similar documents designed to meet the needs of ERIC users. The format and arrangement of citations in this bibliography conform to that of their original announcement in Resources in Education (RIE); citations are arranged by Clearinghouse; within each Clearinghouse section, documents are listed in accession number order; and the content of the citations is the same as that in RIE. Three indexes are provided-Subject, Personal Author, and Institutional and index entries lead the user to an accession number and the Clearinghouse section in which the item is listed. Included in the document is a statistical summary, by Clearinghouse and by year (1968-1978), of IAP's produced. (Author/JD)

ED 180 500 IR 008 061

Leonard, Lawrence E., Comp. Buchko, Michael, Jr., Comp.

Federal Programs for Libraries: A Directory. Second Edition.

Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
Pub Date-Sep 79
Note-71p.; For related document, see ED 165 812
Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Directories, *Federal Aid, *Federal Programs, *Financial Support, *Libraries, *Library Programs, Library Services

Program information on nine federal library programs and 76 federal library-related programs is provided for use by libraries seeking funding sources for projects which have been proposed to meet their assessed needs. A grantsmanship bibliography is included, as well as five indexes: an applicant eligibility index, an authorization index, a Catalog of Federal Domestic Assistance (CFDA) number index, a federal agency index, and a subject index. A list of state library agencies concludes the directory. (FM)

ED 180 501 IR 008 066

Crouch, Wayne W.

The Information Interview: A Comprehensive Bibliography and an Analysis of the Literature.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0015
Note-49p.
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-37; $4.00 prepaid)
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Annotated Bibliographies, *Information Needs, Interpersonal Competence, *Interviews, *Librarians, *Library Reference Services, Literature Reviews, Search Strategies, *Verbal Communication
Identifiers-Information Analysis Products

This publication provides a brief analysis of the literature since 1960 which deals with the information interview (defined as any interview in which one person is attempting to understand what information another person wants) as it involves library personnel; a comprehensive bibliography for that period; and a guide to the most useful items for practitioners, researchers, and teachers. A coding system for the citations is explained, and the bibliography is divided under three headings: (1) comprehensive considerations of the information interview, (2) primary items, and (3) additional items. Subject and author indexes are included. (FM)

ED 180 502 IR 008 097

Lieberman, Irving

A Working Bibliography of Commercially Available Audiovisual Materials for the Teaching of Lirary Science. Second Edition, Revised and Expanded.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0015
Note-120p.
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-36; $8.50 prepaid)
Pub Type- Reference Materials - Bibliographies (131) - Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Annotated Bibliographies, *Audiovisual Aids, Cataloging, Classification, Directories, *Instructional Aids, Library Automation, *Library Education, Library Material Selection, Library Reference Services, *Library Science
Identifiers-Information Analysis Products

Intended to be used in conjunction with the teaching of library science, this selective, annotated bibliography lists commercially available films, filmstrips, slides, video and audio tapes, overhead transparencies, and non-projected graphic materials in seven subject areas: (1) introduction to librarianship, (2) reference, (3) teaching the use of books and the library, (4) classification and cataloging, (5) selection of library materials (including user guidance), (6) printing and the history of books and liraries, and (7) automation in libraries (including special libraries). The audience levels of the materials listed include secondary, academic, and adult users; audiovisual materials that deal directly with library services to the handicapped and elderly and/or which attempt to render the world from their point of view are also identified. A directory of audiovisual aid products/distributors is appended, and a title index concludes the document. (Author/JD)

ED 180 503 IR 008 178

Guide to Educational Resources. Fourth Edition, Revised and Updated.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0015
Note-46p.
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-41; $4.50 prepaid)
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annotated Bibliographies, Dictionaries, Directories, *Educational Resources, Encyclopedias, Glossaries, *Information Sources, *Reference Materials, Resource Guides, Yearbooks
Identifiers-ERIC, Information Analysis Products

This guide lists sources of information about the field of education and its various areas, and is divided into seven sections which are based on the format of the publications described. The sections cover (1) yearbooks and encyclopedias providing general overviews of education, both in the United States and internationally; (2) directories; (3) dictionaries and glossaries; (4) guides focusing on audiovisual materials, educational periodicals, programmed learning materials, projects, referral, research, selection tools, and reviewing sources; (5) indexes, both manual and online; (6) the ERIC system and its 16 clearinghouses; and (7) publications dealing with statistical information. An appendix lists guides to both public and private funding agencies, including foundations and federal grant sources. (FM)

ED 180 504 IR 008 179

Gordon, Sol

Sex Education and the Library: A Basic Bibliography for the General Public with Special Resources for the Librarian.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Contract-400-77-0015
Note-46p.
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-42; $4.50 prepaid)
Pub Type- Reference Materials - Bibliographies (131) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bibliographies, *Information Sources, Librarians, Libraries, Library Collections, *Library Role, *Sex Education, *Sexuality
Identifiers-Information Analysis Products

Intended to aid librarians who are building collections of information about human sexuality, this selected list of references is introduced by an essay on the myths of sexual knowledge, the role of parents, the public's attitudes toward sex education, and the role of libraries. The list itself encompasses these areas: (1) resources for libraries; (2) books and pamphlets for parents; (3) publications for children, teenagers, and young adults; (4) publications for school teachers, administrators, and board members; (5) the history of sexual attitudes; (6) pornorgaphy; (7) sexual molestation; (8) sexuality and the handicapped; (9) special parent situations; (10) sexual identity; (11) books of readings; and (12) sexual sensitivity and problem solving. (FM)

Morris, Jacquelyn M.

Bibliographic Instruction in Academic Libraries. A Review of the Literature and Selected Bibliography.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0015
Note-54p.
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-43; $4.75)
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Libraries, Bibliographies, Individualized Instruction, *Instructional Materials, Library Guides, *Library Instruction, Multimedia Instruction, Program Descriptions, State of the Art Reviews, *Subject Index Terms, *Teaching Methods, Workbooks
Identifiers-Information Analysis Products

This overview of bibliographic instruction (B.I.) in college and university libraries provides a brief review of the literature, proposes an indexing language based on the special terminology of the field for more precise literature searches, and presents a 174-item bibliography of journal articles, books, and ERIC documents. The literature review defines terms and addresses six topics: the concept of B.I., reasons for renewed interest in the field, the role of library schools in B.I., instructional methods, and the literature of B.I. Explanations are offered for selected indexing terms, with emphasis on those that can have multiple meanings in various contexts, and the subject index for the bibliography illustrates the application of the proposed terms. Arranged in alphabetical order by author the bibliography includes resources in six categories: general works on B.I., planning and implementation of programs, methods of instruction, samples of materials, descriptions of specific programs, and foreign language articles. Seven titles of special interest to community college librarians are included, as well as one citation specifically for vocational technical school librarians. (BBM)

ED 180 506 JC 790 307

Analysis of Operation of the Plant'' Expenses 1970-78 Mississippi Gulf Coast Junior Coll., Perkinston.

Pub Date-79

Note-20p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Capital Outlay (for Fixed Assets), Community Colleges, Cost Indexes, Costs, *Expenditures, Facility Expansion, Inflation (Economics), Institutional Research, *Junior Colleges, *Operating Expenses, *School Maintenance

Two Mississippi Gulf Coast Junior College institutional research reports are presented, delineating Operation of the Plant'' expenses for 1970-78 and analyzing past and projected maintenance and capital expenditure repair costs. Data in the first report reveal that the percentage of the Unrestricted Educational and General Budget consumed by Operation of the Plant'' expenses rose from 10.9% in 1971 to 16.5% in 1978, well above the 15% standard used by the college for many years. Electricity and gas price increases, averaging 38.5% annually, as well as an increase in the square feet to be heated, cooled, and maintained, were the major contributors to this increase in expenditures. Data in the second report indicate that: (1) maintenance costs, which rose from $138,600 in 1971 to $389,085 in 1978, will steadily increase to a possible high of $659,196 in 1984; (2) capital expenditure repair costs, though fluctuating as funds are provided by the Building Committee and the full Board, will rise to $472,000 in 1984 from $20,230 in 1974; and (3) combined maintenance and repair costs will rise to $1,131,196 by 1984. Growth in students, additional buildings, and inflation account for most of this increase. Data tables are presented throughout the document. (JP)

ED 180 507 JC 790 421

Coldren, Doris W., Ed.

Fayette Campus Course Guide.

Pennsylvania State Univ., Uniontown. Fayette Campus.
Pub Date-78
Note-120p.
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*College Curriculum, Course Content, *Course Descriptions, *Curriculum Guides, Educational Counseling, *Junior Colleges, Questionnaires, Undergraduate Study

Descriptions of over 300 courses offered during 1978-1979 at the two-year Fayette Campus of Pennsylvania State University are provided as a means of assisting students and academic advisors during preregistration. The course guide was designed for the second stage of academic advising during which courses are scheduled for each term, short- and long-range academic plans are developed, academic and career goals are clarified, and the diverse services available to students are enumerated. In the guide, course titles are arranged alphabetically and individual entries include: (1) the professor's name, (2) his/her office hours per week, (3) enrollment characteristics, (4) a description of the course theme, (5) required texts, (6) typical weekly assignments, (7) a description of exams, (8) required papers, (9) other course requirements, (10) grading philosophy, (11) tentative schedule, (12) prerequisites. Attached to the document is a questionnaire that was filled out by the instructors to provide the information necessary for the compilation of the course guide. (JP)

ED 180 508 JC 790 521

Vernon, Christie D.

Elected/Selected Division Chairmen: A Survey of Two-Year College Administrator Opinion.

Thomas Nelson Community Coll., Hampton, Va.
Pub Date-May 79
Note-35p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Personnel, Administrative Problems, *Administrator Attitudes, *Administrator Selection, *College Faculty, Community Colleges, *Department Directors (School), Elections, *Junior Colleges, National Surveys

A survey was conducted to determine current practices in selecting/electing division chairmen at community colleges nationwide. An inquiry was sent to 58 colleges asking how division/department chairpersons were chosen, to whom they were accountable, term length, the advantages and disadvantages of the system in use, and which system (election or appointment) was preferable and why. The survey revealed that elective procedures were used by 11 of the 48 colleges that responded and that the elected chairpersons were ususally accountable to the academic dean; 33 colleges used selective procedures (appointment by the administration was the most common mode) and the selected chairpersons were almost always accountable to the chief administrative officer. The chief advantage of the appointment process was that appointed chairpersons are truly representatives of the administration.'' The chief disadvantage was felt to be a loss of faculty identity. The respondents felt there was little advantage to the elective process. The advantages they noted included: the faculty was better represented and had a part in determining their leadership, that the process can involve all school segments, and that morale is higher. Some disadvantages that were cited related to role confusion and problems of loyality and impartiality in evaluation. Of the respondents,

41 favored a system of administrative appointment. (AYC)

ED 180 509 JC 790 614

de los Santos, Alfredo G., Jr.
Hispanics in the Community/Junior Colleges: Donde Estamos en el Ano 1978.
Pub Date-Aug 78
Note-37p.; Paper presented at the National Conference on the Education of Hispanics (Washington, DC, August 20-23, 1978)
Pub Type- Speeches/Meeting Papers (150) · Reports · Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, Age, Bilingual Education, Change Strategies, College Faculty, College Graduates, Community Colleges, Cubans, Demography, Educational History, *Enrollment, *Enrollment Influences, Enrollment Trends, Federal Legislation, *Junior Colleges, Mexican Americans, Puerto Ricans, *Spanish Speaking, Student Needs

After presenting an overview of the history of the community college from the late 1800's to the present, and a discussion of the philosophic bases and accepted functions and purposes of the community college, this article presents a picture of Hispanic students in community and junior colleges in 1978. General demographic data on Hispanics in the United States are presented, focusing on age distribution, language and educational participation, and Hispanic professionals in post-secondary education. The section dealing with Hispanics in community and junior colleges considers enrollment trends, graduation rates, degrees awarded, and Hispanic faculty members. Subsequently, the reasons for the non-participation of Hispanics in the educational systems of this country are considered, concentrating on the changes that are needed in recruitment, admissions processes, student financial assistance, programs and services, and faculty and student support personnel in order to alter this pattern. Finally, recommendations are made for changes in federal policy related to bilingual education, financing developing institutions, affirmative action, Comprehensive Employment and Training Act programs, legislative assistance to predominantly Hispanic schools, and federal financial aid. (AYC)

ED 180 510 JC 790 618

Lhota, Robert L.

Multidimensional Model: Adjunct Staff Development.

Council of North Central Community and Junior Colleges.

Pub Date- 76

Note-84p.; Figure 1 marginally legible

Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Ancillary Services, Collective Bargaining, Community Colleges, *Faculty Development, Financial Support, Full Time Faculty, *Inservice Teacher Education, Junior College Libraries, *Junior Colleges, Learning Laboratories, Legal Responsibility, *Models, Needs Assessment, *Part Time Teachers, Questionnaires, Research Reviews (Publications), Retrenchment, Surveys, *Teacher Centers, Teacher Seminars, Teacher Workshops, Tenure

A rationale, background information, fundamental theory, and implementation strategies are presented for a staff development model focused around a Teaching Center and designed to include part-time as well as full-time instructors. Limited financial resources and resultant demands for cost-effectiveness are first discussed, demonstrating the necessity of professional development for all faculty and the effectiveness of using Learning Center facilities in providing developmental programs. The report then outlines the results of a survey of member institutions of the Council of North Central Community Junior Colleges pointing to a dearth of development programs for part-time faculty. After the findings of a literature search in the areas of professional development, adjunct staff, needs assessment, and learning resources, the report discusses relevant topics dealt with at a national conference on part-time instructors at community colleges. Subsequently, the report reviews professional development models proposed during the past 20 years, analyzes their linear character, and presents an alternative multidimensional model to be implemented through the use of Teaching Centers established on the philosophical base of Learning Resource Programs. Finally, the report outlines 19 Teaching Center Components and discusses their application in part-time faculty development. (JP)

Tsu, John B.

Bilingual Vocational Instructor Training Program to Prepare 60 In-Service Instructors in Secretarial/Industrial Skills: Program Performance Report, July 1, 1978 to June 30, 1979.

San Francisco Univ., Calif.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-79

Grant-G007800142

Note-136p.; Several pages in the appendices have been deleted due to irreproducibility

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Bilingual Education, *Bilingual Teachers, Higher Education, Language Instruction, *Teacher Education, Teacher Education Curriculum, Teacher Improvement, Teacher Programs, Vocational Counseling, *Vocational Education Teachers

The objectives of the Bilingual Vocational Instructor Training Program focused on meeting the critical need for trained bilingual instructors and job counselors at San Francisco Bay Area adult vocational training centers. This descriptive report considers the accomplishments of the program in terms of the 54 Spanish- or Chinese-speaking individuals that completed the program and obtained positions in a variety of vocational education settings, and their attitudinal and instructional changes. Next, the major activities of the two-semester training program are outlined, including classes 15 hours per week, practicums, guest lectures, and attendance at professional conferences. Additionally, the principal problems that were encountered are identified. Subsequent sections examine publicity activities, dissemination, progress on data collection and evaluation plans, and staff employment, utilization, and development. The bulk of the document consists of appendices containing materials used in the project and illustrating various project aspects. The eight appendices contain: (1) documents pertaining to program operations; (2) a description of program participants; (3) course descriptions and outlines; (4) inventory of materials produced by program participants; (5) a report on the jobs and job placement of participants; (6) evaluation forms and reports; (7) advisory committee information; and (8) materials related to staff development. (AYC)

ED 180 512 JC 790 620

Institutional Research, Fiscal Year 1979: Evaluations. Research Monographs II, IV, VII, X, and XIV.

South Oklahoma City Junior Coll., Okla.

Pub Date-79

Note-31p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Building Design, Classroom Design, Classrooms, College Buildings, College Role, Community Colleges, Educational Innovation, Facility Utilization Research, *Institutional Research, *Junior Colleges, Nontraditional Students, *Program Evaluation, School Schedules, *School Surveys, Student Attitudes, Teacher Attitudes, Use Studies, Weekend Programs, Workshops

Of the 14 institutional research projects undertaken at South Oklahoma City Junior College during fiscal year 1979, four are summarized in this compilation which also contains a bibliography on non-traditional education in the two-year college setting. The first report presents, in three tables, a count of classes by time of day for the 1977, 1978, and 1979 Fall entry points. While the tables show similar room usage patterns, there was a slight decrease from 1978 to 1979. The second report outlines the results of a survey conducted in Fall 1978 to determine student attitudes towards the college's new Saturday class offerings. Selected findings indicate that students became aware of the new classes through signs on the campus, word of mouth, and the campus class schedule. Most students (71.3%) were enrolled in only one class, and 95% felt that class times were meeting their needs. The third report discusses the results of a survey of 21 instructors conducted in March, 1979, to determine their reactions to the newly designed "quad-pod" classrooms. The majority (61%) rated the "quad-pods" poor or very poor, complaining of too much noise and inadequate lighting. The final report outlines the results of a participant evaluation of a workshop that was held in April, 1979, to determine 1980 institutional goals. (JP)

ED 180 513 JC 790 623

Institutional Research, Fiscal Year 1979: Community Survey, Summer, 1978. Research Monograph I.

South Oklahoma City Junior Coll., Okla.
Pub Date-Sep 78
Note-13p.; Page 4 of the original document was deleted due to irreproducibility
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Attitudes, Community Colleges, *Community Surveys, Educational Interest, Information Sources, Institutional Research, *Junior Colleges, Public Relations, Scheduling, School Community Relationship

During a door-to-door campaign in August, 1978, 27 South Oklahoma City Junior College (SOCJC) employees distributed approximately 7,000 packets containing a college schedule, a stockholders' report, and a mail-back questionnaire. Additionally, 221 personal interviews were conducted. Of those interviewed, 94.6% had heard of the school. Of those, 69.9% felt positive about SOCJC, while only 4.8% had negative feelings towards the school. Approximately 41% of those aware of the college had heard of it through personal contacts; 40% had been living in the area and had seen the college being built; 18% indicated that they had become aware of the college through the newspaper. Of the 69 respondents who had participated in educational activities over the previous four years, 56.5% had attended SOCJC. The data obtained from the 52 questionnaires that were returned indicated that Monday through Thursdays were the preferred days for classes, and early evening was the preferred time. Recreational courses, such as Outdoor Sports, Music, and Art were the most popular, while Home Improvement courses rated second. The study report includes sample questionnaires as well as item-by-item responses. (Author/JP)

ED 180 514 JC 790 624

Hamlin, Michael A.

A Graduate Evaluation of the Cooperative Education Program, Annandale Campus, and a Comparative Assessment of Two-Year Cooperative Education and Non-Cooperative Education Graduates' Career Development for the Years 1974, 1975 and 1976. Final Report.

Northern Virginia Community Coll., Annandale.
Pub Date-Aug 78

Note-50p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, *Cooperative Education, Cooperative Programs, Education Work Relationship, Employment Level, *Employment Potential, *Graduate Surveys, Job Satisfaction, *Junior Colleges, Promotion (Occupational), Questionnaires, Salaries, *Vocational Followup

A survey of the 1974, 1975, and 1976 graduates of the Annandale campus of Northern Virginia Community College was conducted to test the hypothesis that graduates who participated in the cooperative education program were more likely to have experienced career development than those graduates who did not participate. An equal number of graduates in each group were asked to fill out a survey instrument designed to measure seven career development criteria. Findings for each criterion, although not statistically significant, indicate that: (1) 63% of co-op graduates found a full-time job in less than one month after graduation, while 37% of the non-co-op graduates did; (2) 61% of co-op graduates held jobs closely related to their academic major, while only 39% of the non-co-op graduates did; (3) 57.4% of the co-op graduates were satisfied with their jobs, while 42.6% of the non-co-op graduates were satisfied; (4) 33.9% of the co-op graduates earned initially over $10,000 annually, while 26.8% of the non-co-op graduates earned the same amount; (5) 54.1% of the co-op graduates received pay increases in the $2,501 to $5,000 range while only 45.9% of the non-co-op graduates did; (6) both groups earned approximately the same number of promotions; and (7) the co-op graduates achieved these promotions faster. The survey report includes a review of relevant literature and the questionnaire. (JP)

Blue, Monte Lynn And Others

Abstracts from the Eighth Annual Report to the Texas Association of Junior and Community College Instructional Administrators by the Research Committee.

Texas Association of Junior Coll. Instructional Administrators.
Pub Date-Jun 79
Note-23p.; Excerpted from the Eighth Annual Report to the Texas Association of Junior and Community College Instructional Administrators by the Research Committee (June, 1979)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, Community Service Programs, Curriculum Development, Educational Accountability, *Educational Research, Educational Resources, *Evaluation Methods, Faculty Development, Governance, *Junior Colleges, Part Time Teachers, *Program Evaluation, Research Needs, Student Motivation, Teacher Administrator Relationship, Teacher Evaluation, Teacher Salaries, Teaching Methods, Tenure

Nine abstracts summarize research projects conducted by the Research Committee of the Texas Association of Junior and Community College Instructional Administrators. These research projects were: (1) A Study of Perceived Need Deficiencies of Public Community/Junior College Faculty Members in the State of Texas; (2) Perception of Success of Accountability Systems in Public Community Junior Colleges; (3) The Perceived Effectiveness of Community Services Programming at Texas Public Community Colleges; (4) The Relationship between Instructor Morale and Administrative Climate in Selected Community Colleges; (5) The Relationship between Motivational Characteristics and Achievement in Alternative Instructional Modes in a Community College Introductory Psychology Course; (6) Present and Preferred Personnel Practices Involving Part-Time Instructors at Southwestern Community Junior Colleges; (7) A Report on Curriculum Development by Academic Affairs Officers in Junior/Community Colleges; (8) Use of Instructional Resources by Community Junior College Occupational Instructors; and (9) An Historical Study of Campus Governance, Tenure, and Salaries in Public Two-Year Colleges in Texas. Appended to the report is a list of requests for research information in four areas: faculty, the effective use of resources, student needs, and administrative and philosophical questions. (Author/JP)

ED 180 516 JC 790 630

Smith, Milton L.

A Study of the Two-Year College and the Ph.D. Surplus.

Texas Association of Junior Coll. Instructional Administrators.
Pub Date-Jun 79
Note-9p.; Excerpted from the Annual Report to the Texas Association of Junior and Community College Instructional Administrators by the Research Committee (8th June, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Rank (Professional), Administrative Personnel, Administrator Qualifications, College Faculty, Community Colleges, *Doctoral Degrees, *Employment Patterns, *Junior Colleges, Multicampus Districts, National Surveys, Personnel Policy, Private Colleges, *Teacher Employment, Teacher Qualifications, Teacher Supply and Demand

A survey of 1,165 institutions listed in the 1978 Community, Junior, and Technical College Directory was conducted during the spring semester, 1978, to determine if two-year colleges are becoming a major market for the surplus of holders of Doctorates of Philosophy (Ph.D.'s). Survey results, based on a 65.41% usable return rate, indicate that: (1) 13.04% of the newly hired personnel for the 1977-78 academic year held a Ph.D.; (2) 9.87% of the full-time teaching faculty hired held doctorates; (3) 25.95% of the full-time administrators hired held Ph.D.'s; (4) 20.23% of full-time positions which combined teaching and administrative duties were filled with Ph.D. holders; (5) private colleges hired twice as many Ph.D.'s as public colleges; and (6) single campus districts employed a larger percentage (13.56%) of Ph.D's than multi-campus districts (11.89%). Respondents indicated that they would increase the number of full-time faculty holding doctorates if there were an increased need for Ph.D. holders, if the money were available to secure Ph.D.'s, and if more candidates held doctorates in specialized areas such as vocational or technical education. The survey results indicate that though the employment of doctoral degree holders has increased slightly since 1971, two-year colleges will not have an appreciable impact on the Ph.D. surplus. (JP)

ED 180 517 JC 790 631

Landers, Marilyn G.
Part-Time Faculty: Their Responsibilities & Their Effectiveness.
Texas Association of Junior Coll. Instructional Administrators.

Pub Date-Jun 79
Note-10p.; Excerpted from the Annual Report to the Texas Association of Junior and Community College Instructional Administrators by the Research Committee (8th, June, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Rank (Professional), Effective Teaching, Evaluation Criteria, *Faculty College Relationship, Faculty Evaluation, Faculty Workload, Full Time Faculty, Literature Reviews, *Manpower Utilization, *Noninstructional Responsibility, *Part Time Teachers, Personnel Policy, Postsecondary Education, Teacher Administrator Relationship, Teacher Salaries

Excerpted from the Annual Report to the Texas Association of Junior completed comparing the quality of part-time faculty with that of full-time teachers. The search found no comparative studies, but it did reveal that evaluations of part-time teachers are often subjective and provide inconclusive findings. Although some studies point to the higher percentages of full-time faculty with higher degrees and with more teaching experience, other studies stress the valuable expertise brought by part-time instructors from the business world. Other sources consider evaluation tools, support services, and accessibility of faculty to students. The search also sought to determine the ways in which part-time instructors are used most effectively. Studies revealed that part-time faculty are highly used in adult education and extension courses, that they provide specialized expertise, and that they are willing to teach at odd times and locations. This insures the college's ability to adjust to sudden shifts in enrollment and course needs. The final area of investigation of the search was related to the differences between the responsibilities of full- and part-time faculty. Findings indicated that many part-time staff are not given office space and are not paid to hold office hours or participate in orientation or department meetings. References to specific studies are included. (JP)

ED 180 518 JC 790 632

Jolly, Richard Carman

An Evaluation of the Future of Student Affairs: A Guide to Student Development for Tomorrow's Higher Education by Chief Student Personnel Administrators in Texas Community Colleges.

Texas Association of Junior Coll. Instructional Administrators.
Pub Date-May 78
Note-7p.; Excerpted from the Annual Report to the Texas Assocation of Junior and Community College Instructional Administrators by the Research Committee (8th, June, 1979)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Personnel, *Administrator Attitudes, Community Colleges, Institutional Characteristics, *Junior Colleges, Models, Program Development, *Program Evaluation, *State Surveys, Student Development, *Student Personnel Programs, Student Personnel Services
Identifiers-Texas, *Tomorrow Higher Education Project (THE)

A survey of the presidents and chief student personnel administrators at 54 Texas community college campuses was conducted in 1977 to determine if the Tomorrow's Higher Education Project (THE) model for student personnel programs could be implemented at the college level and whether such implementation would improve student personnel programs at Texas community colleges. The survey instrument used was designed to measure individual and institutional independent variables, such as academic field of preparation and the number of full-time equivalent students, and to provide forced-choice responses pertaining to the conceptualization of the THE model and its implementation at the respondents' institutions. Survey results, based on a 76% usable return rate, indicate that both types of independent variables had little effect on the administrators' evaluation of the THE model, that most administrators agreed with its basic concepts, and that most felt, although to a lesser extent, that the model could be implemented at their institutions. The survey report concludes with a list of recommendations for the implementation of the THE model at Texas community colleges. (JP)

ED 180 519 JC 790 642

Sanborn, D. H.

Why All CCC Students Need General Education: A Position Paper in Support of Resolutions Proposed by the City Colleges Study Group.

Pub Date-Dec 79

Note-21p.; Prepared for the "Education: Planning for the Quality 80s" conference (Chicago, IL, November 30-December 1, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, Admission Criteria, *College Role, Community Colleges, Curriculum Planning, Educational Discrimination, Educational Opportunities, *Equal Education, *General Education, Higher Education, *Junior Colleges, Liberal Arts, Manpower Needs, Nontraditional Students, Open Enrollment, Social Mobility, State Aid, Terminal Education, Transfer Programs, *Vocational Education

Although the City Colleges of Chicago (CCC) are rooted in the tradition of providing transfer education to Chicago's working class youth, the current administrative acceptance of a market-oriented, vocational philosophy has resulted in a decline in general education courses and has jeopardized equal access to higher education. This vocational orientation, developed in the late 1960's and 1970's, has been deliberately encouraged by an informal web of national and state institutions for the benefit of employers. State differential funding of community colleges has increasingly favored occupational, rather than baccalaureate, education, and policymakers have restricted open admissions policies to two-year colleges. As a result, administrators came into conflict with general education faculty, and the "new students" of the 1960's and 1970's were shunted into two-year, terminal, vocational programs and denied upward mobility via additional higher education. This trend is mirrored in the 1974 CCC Master Plan, which proposed that general education be provided only in order to service career programs. In planning for the 1980's, however, administrators must look beyond the immediate goal of meeting manpower needs and develop general education curricula to provide students with the imagination and judgement to deal with global problems. The resolutions to strengthen general education precede the paper. (JP)

ED 180 520 JC 790 643

Wenckowski, Charlene Armstrong, David F.

Five-Year Enrollment Projections, Fiscal Years 1981-1985. (A Supplement to the FY 1981 Capital and Operating Budgets of Montgomery Community College).

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date-Nov 79

Note-65p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Students, Attendance Patterns, *College Bound Students, College Graduates, Community Colleges, *Enrollment, *Enrollment Influences, *Enrollment Projections, Enrollment Trends, Extension Education, Full Time Students, High School Graduates, *Junior Colleges, Junior College Students, Noncredit Courses, Nonresident Students, Part Time Students, Population Trends

Enrollment projections for Montgomery College (MC) during the fiscal years 1981 through 1985 are outlined and graphically illustrated in this report. Chapter I details the methodology of the projection analysis, in which varying enrollment predictions, based on alternative assumptions, are matched with the projections derived from a curve-fitting technique in order to provide the most likely picture of future trends. Chapter II presents the results of this process and the data sources for the following segments of MC enrollment: high school graduates, out-of-county and out-of-state residents, returning matriculated students, older county residents, and off-campus or extension students. Chapter III provides a composite of the values for each segment and a comparison of the college's anticipated growth with county population projections. Chapter IV outlines the fiscal year credit enrollments by campus, semester, and day/evening attendance. Chapters V through VII present full- and part-time enrollments, credit and non-credit enrollments, and a summary of full-time equivalent enrollments. Assumptions determined in the analysis include a no-growth yield rate for graduates of most area high schools, increases in the number of high school graduates delaying entrance into college, and increases in the enrollment rate of adults, returning matriculated students, and out-of-county residents. (JP)

ED 180 521 JC 790 657

Walker, Noojin, Ed. And Others
The Identification and Evaluation of Job Entry Competencies.
Pensacola Junior Coll., Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.; Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-79
Note-367p.; Best copy available
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Behavioral Objectives, Community Colleges, *Course Objectives, Employer Attitudes, Evaluation Criteria, Job Analysis, Job Skills, *Junior Colleges, *Performance Based Education, Personnel Evaluation, Technical Education, Trade and Industrial Education, *Vocational Education

The identification and evaluation of job-entry competencies was the final portion of a long-term project designed to develop certain vocational programs as competency-based education (CBE). Employers took part in several phases of the project, including identifying expected job performances, defining needed competencies and expected levels, developing performance evaluation criteria, and establishing evaluation methods. The project report lists the individuals involved, discusses the objectives and development of the project, and gives an overview of CBE. For each of the vocational programs involved, the following are provided: (1) a general description of the program; (2) a list of core and related courses; (3) major learning outcomes expected; (4) specific learning outcomes for each course; (5) forms used to evaluate the competencies of students by employers, instructors, or the students themselves; and (6) checklists used by employers to identify desired competencies. The vocational programs outlined in this way are: Automechanics, Child Care, Early Childhood Education, Cosmetology, Dental Hygiene, Electronics, Executive Secretary, Fashion Merchandising, General Clerical, Legal Secretary, Medical Secretary, Office Management, Stenographic Secretary, Major Appliance Servicing, Air Conditioning and Heating, Industrial Electricity, and Welding. Competencies are also specified for mathematics, communications skills, occupational safety, and customer and industrial relations. (AYC)

ED 180 522 JC 790 659

Baylis, Clifford A., Jr.

The Mathophobia Workshop: A Strategy for Developing Mathematical Readiness for the Academically Disadvantaged Student in Career Education.

Allegheny County Community Coll., Monroeville, Pa. Boyce Campus.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-Jun 79
Note-15p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, Basic Skills, Community Colleges, Counseling, Females, *Junior Colleges, Learning Laboratories, *Mathematics Instruction, Nontraditional Occupations, Personnel Needs, Remedial Mathematics, Self Concept, *Sex Stereotypes, Success Factors, Tutoring, *Womens Education, Workshops
Identifiers-*Math Anxiety

A two-year project was funded at the Community College of Allegheny County to develop a model strategy for eliminating math anxiety and increasing basic mathematics skills in women students. Part of the rationale for the project was to combat the sex-role stereotypes that have traditionally tracked women away from math- and/or science-oriented careers. The model employed a five-week series of Mathophobia Workshops in which students developed prerequisite math competencies through success-oriented instruction and identified and practiced personal strategies in handling math anxiety. Workshop personnel included the Director of the Learning Center; a professional counselor who provided group feedback, career information, and test interpretation; two math instructors who developed individualized and group learning strategies; a psychology instructor who provided deconditioning exercises; a paraprofessional counselor/tutor; and peer tutors. Two-thirds of the workshop time was devoted to math instruction, including product-related topics such as fractions and decimals, and process-related topics such as non-computational problem-solving and "hands-on" experience with abaci and calculators. Counseling strategies were designed to identify math anxiety, encourage the sharing of problems, and promote continued group support after the end of the workshops. A bibliography of instructional materials is included. (JP)

ED 180 523 JC 790 661

Drakulich, J. Scott

An Evaluation of COM 080. Office of Institutional Research, Research Report 79-1.

Essex County Coll., Newark, N.J.

Pub Date-Aug 79

Note-27p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Achievement Gains, Community Colleges, Course Evaluation, *English Instruction, Grades (Scholastic), *Junior Colleges, Junior College Students, Participant Satisfaction, Reading Achievement, Remedial Courses, *Remedial Instruction, Remedial Reading, Skill Development, Writing Skills

During the fall 1978 semester, 505 students participated in a pre-test/post-test research study designed to evaluate the effectiveness of a remedial English course, COM 080, at Essex County College. The instruments used for the study were the essay portion of the New Jersey Basic Skills Placement Test, the Test of Adult Basic Education, and a course evaluation questionnaire. The results of the study indicated that 63.9% of the students successfully completed the writing portion of the course, and 10.5% scored well enough for placement in regular English courses. Students whose reading pre-test scores were in the 3rd to 7th grade equivalent range and above a 10th grade equivalent (49% of the class) made statistically significant progress. Overall, 67.7% of the students successfully completed the course with a ``C'' grade or better; 29.7% received an ``R'' (repeat) grade. The correlation between final grades and pre-test scores was low (.121); however, the correlation between post-test essay scores and final grades was somewhat higher (.320). Of the students who took the course, 382 completed the evaluation. The course was highly evaluated both by students and faculty, both groups feeling that the students' writing and reading skills had improved. The most valuable component of the course was felt to be the formal writing practice. Journal writing and free reading and browsing received low ratings. (Author/AYC)

Walker, Noojin, Ed.
Communication and Computation Skills Necessary to the Upper Division: A Report.
Pensacola Junior Coll., Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.
Pub Date-1 Nov 79
Note-28p.; Not available in paper copy due to marginal reproducibility of the original document
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Standards, Articulation (Program), *Basic Skills, *College Placement, Communication Skills, Community Colleges, Degree Requirements, Junior Colleges, Mathematics, *Minimum Competency Testing, Postsecondary Education, Student Promotion, Testing Problems, Universities, Writing Skills

A workshop attended by faculty members from three Florida junior colleges and one university was held in response to legislation requiring students to demonstrate minimum communications and computation skills before entering upper division programs. General conclusions reached during the workshop focused on the value of competency testing in creating a positive relation between the public and higher education; the possible negative effects of testing, such as the lowering of teacher expectations and of student aspirations; the advantages of criterion-referenced tests over norm-referenced tests; and the possibility that students may fail the competencies test after having passed beginning level communications and math courses. Communications skills that were emphasized included competencies in percentages, word problems, averages, interest, discounts, taxes, linear equations, graphs, integers, decimals, fractions, and equivalencies. Suggested communications skills included competencies in paragraph development, sentence structure, punctuation, and spelling. The workshop participants also recommended that: (1) upper-level competencies not exceed high school competencies, (2) basic skills competencies be common to all programs, (3) no distinction be made between entrance and exit competencies, (4) competencies be standardized throughout the state, (5) remediation be available, and (6) minimum competencies be a requirement for associate degrees. (JP)

Doversberger, Betty Hickrod, G. Alan

Proposed Tax Reforms and Community College Finance in Illinois.

Illinois State Univ., Normal. Center for the Study of Educational Finance.
Spons Agency-Illinois State Univ., Normal.
Pub Date-Sep 79
Note-91p.; Some tables in Appendix B may not reproduce well due to small size of type
Available from-Center for the Study of Educational Finance, Department of Educational Administration and Foundations, Illinois State University, Normal, IL 61761 ($3.50)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Community Colleges, Educational Finance, Enrollment Trends, Expenditures, Financial Problems, *Financial Support, *Junior Colleges, Property Taxes, State Aid, *State Legislation, Tax Allocation, *Tax Support, Tuition
Identifiers-Hedley Bill (Michigan 1979), Proposition 13 (California 1978), *Taxpayers Rights Amendment (Illinois 1980)

In response to the likelihood of some form of tax limitation in Illinois in the near future, this study discusses a tax limitation measure that was proposed to the 81st Illinois General Assembly, the Taxpayer's Rights Amendment (also known as the Totten Bill), and compares it with measures recently passed in other states, with emphasis on Proposition 13 in California and the Hedley Amendment in Michigan. Recent trends in the funding of the state's community colleges are examined to determine the rate of growth of revenues from local taxes, chargebacks, tuition and fees, and state appropriations. Growth rates are also indicated for total revenues, total expenditures, enrollments, equalized assessed valuations, and equalized assessed valuations per full-time equivalent (FTE) student. Additionally, the geographic distribution of the revenue per FTE student is plotted for various sources. Next, the effects of the proposed Taxpayer's Rights Amendment are projected backwards to 1972 to examine the impact of this measure on local property tax revenues for the community colleges. Finally, the incompatibility of general tax relief and expanded educational services is highlighted in terms of policy implications for the community college system. (Author/AYC)

ED 180 526 JC 790 664

Feldman, Marvin

What Is Job Creation? Why Is It Important to Vocational Education?

Pub Date-1 Nov 79
Note-47p.; Paper presented at the Jobs Creation Conference (Somerset, NJ, November 1, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Economic Climate, *Educational Needs, *Educational Philosophy, Educational Responsibility, Humanistic Education, Job Market, *Liberal Arts, Manpower Needs, Postsecondary Education, *Quality of Life, *Vocational Education

Providing effective linkages between education and work has become one of the most important issues on the national agenda today. However, the lack of a national policy on vocational education has meant that the responsibilities of the vocational education establishment in this direction have never been clearly defined and that the present vocational effort is working at a fraction of its potential capacity. A national policy on vocational education should reflect immediate needs to: re-examine public policy to find out how the formation of small businesses is being discouraged and propose reforms; enlarge the conception of manpower policy to include and emphasize suitable incentives for self-employment; encourage business to accelerate its search for ways to re-define employment in more entrepreneurial terms; and modify educational programs to prepare people for entrepreneurially defined work by nourishing imagination, autonomy, resourcefulness, and the capacity for self-supervision. Additionally, vocational educators should begin to assume leadership in promoting irrelevant education, that is, liberal arts education, and the systematic national re-examination of the role of liberal arts in the lives of working people. (AYC)

Koltai, Leslie
Our Future Who'll Be Out There Paying?
Pub Date-17 May 79
Note-14p.; Paper presented at the National Conference for Community Services and Continuing Education (Dallas, TX, May 17, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Budgets, Community Colleges, Declining Enrollment, Education Vouchers, *Financial Problems, *Financial Support, *Junior Colleges, Residence Requirements, *Retrenchment, *State Legislation, Tax Support, Tuition
Identifiers-*California (Los Angeles County), *Proposition 13 (California 1978)

For the Los Angeles Community College District (LACCD), the year after Proposition 13 was passed was one of almost constant reappraisal of priorities, of shifting programs and services to make the most of every available dollar, and of nearly constant uncertainty. Some of the effects of Proposition 13 were reductions in the numbers of part-time teachers, cuts in athletics and community services, reductions in the purchases of supplies and equipment, and a 9% reduction in the number of classes. Not surprisingly, enrollment also declined by 3.7% from the previous year. The LACCD operated at a level of 81.9% of their pre-Proposition 13 budget and great uncertainty remains over next year's budget. Several proposals have arisen as issues in California, including: (1) the question of free flow enrollment, i.e., removing district boundaries so that students may enroll in any college they choose; (2) tuition; (3) shifting from the contract hour to the credit hour to measure workload changes; (4) a statewide voucher system; and (5) equalization of community college spending throughout the state. Each of these is laden with potential problems. Other issues of concern to the LACCD are the gasoline shortage, unemployment factors, and changing priorities on the part of the tax-paying public. (JG)

ED 180 529 JC 800 001

Guichard, Gus

Handicapped Student Programs and Services 1979-80 Allocations (AB 77/2670).

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-7 Aug 79
Note-62p.; Chapter 5 of the California Education Code was deleted due to irreproducibility
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Budgets, Community Colleges, Educational Finance, *Financial Support, *Handicapped Students, *Junior Colleges, Resource Allocations, *Special Programs, Special Services, *State Aid, State Legislation, *Statewide Planning
Identifiers-*California

The allocation formula upon which funding for handicapped student programs and services in the California community colleges is based for the 1979-80 academic year represents the first stage in a transition to a permanent formula based upon services actually rendered to handicapped students. The formula is based upon three major components (each given one-third weight): direct excess costs budgets, gross budgets, and a statewide count of disabled students, weighted by disability category according to services needed by each disability group and multiplied by $162.06. Four minor adjustments were made to the average of the three components: (1) no district is to receive more than three times its Weighted Student Count multiplied by $162.06; (2) no district is to receive more than it reported in its 1979 gross budget; (3) every district will receive at least 10% more than its 1978-79 allocation; and (4) 1% of the amount appropriated by the Legislature will be set aside for Program Accountability and Development Services. The formula is to reflect, as nearly as possible, amounts needed for services actually provided to disabled students. A rationale for the formula; school district handicapped enrollment data and allocations figures; and information relative to the community college budget bill are included in the report. (Author/AYC)

ED 180 529 JC 800 002

Community Colleges and Appropriate Technology.

American Association of Community and Junior Colleges, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jul 79
Contract-NSF-79-SP0851
Note-34p.; Report of a roundtable sponsored by the American Association of Community and Junior Colleges (Washington, DC, July 19-20, 1979)
Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Role, Community Colleges, *Conservation (Environment), Demand Occupations, Demonstration Centers, Energy, Energy Conservation, *Junior Colleges, Program Development, Quality of Life, Research Needs, Resource Centers, Science Curriculum, Solar Radiation, *Technological Advancement, *Technology, Workshops
Identifiers-*Appropriate Technology

A roundtable on Appropriate Technology (AT) was sponsored by the American Association of Community and Junior Colleges (AACJC) and supported by the National Science Foundation (NSF) as a result of a mandate from Congress to develop an AT program. The roundtable report first discusses the role of the NSF in including community colleges in the project, strengthening the scientific base of AT, improving understanding of AT as a science and technology concept, and funding relevant research. Two papers presented at the roundtable follow. The first provides: (1) a definition of AT, demonstrating its small scale, localized approach to the provision of basic needs with minimum demands upon the environment; (2) profiles of AT supporter groups, including back-to-the-land enthusiasts and low-income groups faced with rising energy costs; (3) a rationale for community college involvement in AT that stresses the parallels between the two in local orientation and pragmatism; (4) a discussion of AT activities that community colleges can sponsor; and (5) a comment on the potential role of the AACJC in AT. The second paper outlines roundtable recommendations for the involvement of community colleges and the AACJC in AT. The report concludes with additional observations pointing to current community college activities, including the alcohol fuel development program at Colby Community College. (JJ)

ED 180 530 JC 800 003

Hunter, Russell Sheldon, M. Stephen

Statewide Longitudinal Study. Report on Academic Year 1978-1979. Part I, Fall Results.

Pierce Coll., Woodland Hills, Calif.

Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.; Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-86p.; Occasional tables may not reproduce well due to small size of type

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Aspiration, Age, Community Colleges, Dropout Research, Educational Background, Educationally Disadvantaged, Employment Patterns, Enrollment Influences, Ethnic Groups, Females, Handicapped Students, Junior Colleges, *Junior College Students, *Longitudinal Studies, Males, Non English Speaking, Persistence, Research Methodology, Sampling, State Surveys, Student Attitudes, *Student Characteristics, Vocational Education

A statewide, longitudinal study is being conducted by Los Angeles Pierce College in order to investigate several specified areas related to the students enrolled at California community colleges. The study report, which presents only Fall 1978 results, first provides background to the study and its goals and objectives. It then details the methods and procedures used in selecting the 15 institutions involved in the study, sampling, interviewing, collecting data, training staff, and analyzing data. The following section presents the findings of the study in the areas of: (1) attrition patterns (reasons given, student sampling, students with zero active units at census, and sample students' reasons for dropping classes); (2) demographics (sex, age, marital status, dependents, and ethnicity); (3) employment information (occupational status, hours of employment, and wages); (4) academic information (last school attended, highest grade completed, years out of school, and current academic status and plans); and (5) special student groups (ethnic minority, physically handicapped, educationally disadvantaged, financially disadvantaged, non-English speakers, displaced homemakers, and nontraditional majors). The last two sections cover objectives not met in the first semester/quarter and telephone interview observations. Findings are based on responses from 6,246 students. (JP)

ED 180 531 JC 800 004

Joint Policy Council on Vocational Education: Meeting Agenda.
California Community Colleges, Sacramento. Board of Governors.; California State Board of Education, Sacramento.
Pub Date-31 Oct 79
Note-83p.; Agenda for a meeting of the Joint Policy Council on Vocational Education (Los Angeles, CA, October 31, 1979). Appendix A has been deleted due to irreproducibility
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Community Colleges, Compliance (Legal), Educational Finance, Equal Opportunities (Jobs), Equal Protection, Females, Grievance Procedures, *Information Dissemination, Information Networks, Junior Colleges, Legal Responsibility, Postsecondary Education, *Program Evaluation, *Sex Discrimination, *Sex Fairness, Sex Stereotypes, State Action, State Departments of Education, State Legislation, *Statewide Planning, Vocational Education
Identifiers-*California

Over 70 recommendations are contained in this report submitted to the Joint Committee on Vocational Education by Steiger, Fink, and Kosecoff, Inc. This outside agency received a contract in December, 1978, to: (1) evaluate activities and services provided by the State Department of Education and the Chancellor's Office of the California Community Colleges to eliminate sex bias, sex discrimination, and sex stereotyping; (2) provide networks throughout the state for the exchange of information; and (3) provide information and assistance to all concerned parties on submitting sex bias grievances. Their recommendations are grouped under several topics, including: review of the state plan and federal mandate; local site visits; review of extant data; network components such as a newsletter, a hotline, and grievance assistance; responsibilities of the Chancellor's Office and the State Department of Education; creating awareness; publicity; data collection on male/female enrollments in vocational education and employment; development of support actions; distribution of grants and contracts; program reviews; monitoring legislation; assisting local educational agencies; Title IX self-evaluation; in-service training; activities under various laws; support services for women; and displaced homemakers and other groups. Graphical presentations of proposed sex equity expenditures, sex fairness priorities, and sex equity goals are included. (JP)

ED 180 532 JC 800 005

Clark, Larry

A Simplified Program Needs Assessment Process.

Western Piedmont Community Coll., Morganton, N.C.
Pub Date-Nov 79
Note-32p.
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, Community Surveys, Early Childhood Education, Educational Needs, Exceptional Child Services, High School Students, *Human Services, Institutional Research, *Junior Colleges, Junior College Students, Labor Market, Legal Assistants, *Needs Assessment, Occupational Surveys, *Paraprofessional Personnel, Program Development, Program Planning, Psychological Services, Questionnaires, Regional Characteristics, Research Design, *Research Methodology, School Surveys, Social Services, Teacher Aides, Vocational Education

A rationale, background information, and a discussion of methodology are presented for a needs assessment process intended for pilot implementation at Western Piedmont Community College (WPCC). This process was designed to assess the local need for paraprofessional programs in the Human Services area, i.e., Early Childhood Associate, Mental Health Associate, Paralegal Aide, Social Services Counselor, Teacher Associate, and Mental Retardation Associate. The report first presents the assumptions, limitations, and definitions to be used in the assessment and then reviews relevant literature pointing to the lack of research into local needs assessment procedures. The proposal hypothesizes that a needs assessment process can be operationally defined and require only limited resources, that the data provided will be sufficient to permit intelligent decision-making about Human Services programs, and that the same data will be useful for academic advisement. Next, the four surveys to be conducted in the WPCC service area are described. They are: (1) a job market survey of 100 businesses and agencies; (2) a stratified survey of paraprofessional and auxiliary staff currently employed; (3) a survey of 300 WPCC students; and (4) a survey of 120 high school students. The report concludes with a discussion of procedures and data analysis techniques, and includes the survey instruments. (JP)

ED 180 533 JC 800 006

Campbell, William E. Dogoloff, Sylvan A.

The Financial Survival of C.C.B.

Baltimore Community Coll., Md.
Pub Date-Aug 79
Note-12p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Personnel, Community Colleges, Cost Indexes, *Educational Finance, Expenditure Per Student, *Expenditures, *Financial Problems, Full Time Faculty, *Inflation (Economics), *Junior Colleges, Part Time Teachers, Personnel Policy, State Aid, Tuition
Identifiers-Higher Education Price Index

Though the budget of the Community College of Baltimore (CCB) increased 488% from 1967 to 1979, CCB expenditures and tuition rates show a marked decline when adjusted for inflation through the use of the Higher Education Price Index. While CCB expenditures per full-time equivalent (FTE) student rose from $1,080 in 1967 to a projected $1,896 in 1980, real dollar figures (base year 1967) show that expenditures per FTE student actually declined 23%. And though tuition rates during the same time period rose 92% for full-time students and 80% for part-time students, real dollar tuition rates dropped 16% and 21% respectively. To maintain educational quality despite inflation, CCB has assigned additional duties to its non-instructional professional staff and increased the use of part-time instructors. Though this has increased the full-time faculty to student ratio, the college has been able to maintain its FTE student to FTE faculty ratio at approximately 22 to 1. However, more real dollars per FTE student are required, and legislation providing greater state expenditures is desirable. (JP)

ED 180 534 JC 800 007

Henderson, Lee G.

Some Recommended Guidelines for the Evaluation of a Community College President.

Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.
Pub Date- 76
Note-40p.; Appendix A may not reproduce well
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accountability, Administrator Characteristics, *Administrator Evaluation, Administrator Responsibility, Administrator Role, Administrator Selection, Community Colleges, *Evaluation Criteria, *Evaluation Methods, Governing Boards, *Guidelines, *Junior Colleges, *Presidents, State Boards of Education

These guidelines are recommended for use by Florida community college boards of trustees in the development of a process for evaluating community college presidents as required by state law. Following introductory material in which "evaluation" and "accountability" are defined, the report outlines seven procedural steps by which the board defines its goals for the college, delineates the functions to be performed by the president toward the achievement of these goals, and determines the competencies, characteristics, and other criteria by which the president's performance can be judged. The report then outlines six evaluation goals and describes the general functions of community college presidents as determined by the Florida State Board of Education. Subjective evaluation criteria are then presented, followed by a discussion of objective evaluation areas and a checklist of basic presidential assignments which can be made to accommodate a common evaluation rating scale. The report concludes with a discussion of the importance of timing in the evaluation process. Although not intended as an evaluation instrument, the report is comprised of easily excerpted materials that can be adapted to serve as simplified evaluation forms. Appendices include a Florida State Board of Education outline of community college presidents' functions and suggested evaluation categories and rating scales. (JP)

ED 180 535 JC 800 008

Edwards, Sandra J.

Science Education in Two-Year Colleges: Earth and Space.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Jan 80

Grant-NSF-SED-77-18477

Note-87p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Astronomy, College Credits, Community Colleges, Course Content, Course Objectives, Courses, Curriculum Development, Curriculum Problems, Curriculum Research, *Earth Science, Geography, Geology, Grading, Instructional Materials, Interdisciplinary Approach, *Junior Colleges, Literature Reviews, Meteorology, National Surveys, Oceanology, Program Evaluation, Questionnaires, Remedial Programs, *Science Curriculum, *Science Instruction, Science Teachers, *Space Sciences, Teacher Characteristics, Teaching Methods, Vocational Education

This four-part report examines earth and space science education as revealed in the findings of a study, in which a literature review, an analysis of curriculum data, and a survey of science instructors were undertaken to explore science instruction at two-year institutions. Part I discusses the difficulties encountered in developing earth and space science curricula relevant to diverse student needs, and then analyzes the earth and space science offerings listed in 175 college catalogs and class schedules. Part II explores earth and space science instructional techniques, emphasizing individualized instruction in investigative laboratories, and then discusses class size, instructional mode, use of class time, instructional materials, grading practices, and course competencies and goals as revealed in a survey of 46 earth and space science instructors. Part III provides a profile of these instructors and discusses teacher satisfaction with course materials, support services, and working conditions. Part IV presents summary conclusions pointing out an increased awareness of the needs of non-transfer students in earth and space science curriculum planning. The report concludes with a list of recommendations and a lengthy bibliography. (JP)

ED 180 536 JC 800 012

Long-Range Plan, 1978-83: Implementation of Long-Range Planning Objectives. Long-Range Planning and Annual Planning/Budgeting Schedule, 1979-80.

Lorain County Community Coll., Elyria, Ohio.
Pub Date-Oct 78
Note-45p.; Page 14 has been deleted due to irreproducibility
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Organization, *Budgeting, *College Planning, Community Colleges, Evaluation Methods, Guidelines, Human Resources, *Junior Colleges, *Long Range Planning, Objectives, Program Planning
Identifiers-*Organizational Objectives

Guidelines and objectives are detailed for the initial implementation of Lorain County Community College's Long-Range Plan for 1978-83. The document first describes the planning cycle by which the five-year plan is to be updated annually and outlines eight steps to be implemented in the planning process: (1) prioritization of plan objectives by the Administrative Cabinet, (2) assignment of objectives to appropriate organizational units, (3) annual departmental progress evaluations, (4) annual evaluation of the planning process, (5) department feedback regarding initial enrollment projections, (6) preparation of department program plans for the five-year period, (7) evaluation of the departmental plans by the college's deans, and (8) the incorporation of these plans into the institutional plan. A calendar of activities necessary for updating the long-range plan and for planning and budgeting for FY 1979-80 is then presented, followed by an outline of plan objectives as they affect the college's mission and philosophy, programs and services, organization and planning, human and financial resources, and long-range plan evaluation. The document includes forms to be used by individual departments during the course of the planning cycle. (JP)

ED 180 537 JC 800 013

Jonas, Stephen
Long-Range Plan, 1978-83.
Lorain County Community Coll., Elyria, Ohio.
Pub Date-22 Jun 78
Note-89p.; Occasional tables with small type may not reproduce well. Figures 3.2 and 5.1 have been deleted due to irreproducibility
Pub Type- Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Planning, College Programs, College Role, Community Colleges, Economic Factors, Educational Finance, Educational Legislation, Employment Projections, Enrollment Projections, Enrollment Trends, Evaluation Methods, Facility Guidelines, Human Resources, *Junior Colleges, *Long Range Planning, Population Trends, *Prediction, Space Utilization

This nine-part, long-range plan discusses the internal and external factors that will affect Lorain County Community College's (LCCC's) development from 1978 to 1983 and presents a forecast of LCCC's future needs. Part I traces the history of LCCC, provides a conceptual framework for college planning, and discusses the plan development process within which the long-range plan was constructed. Part II discusses planning assumptions and objectives related to LCCC's mission, philosophy, and goals. Part III predicts trends for 1978 to 1983 in Ohio higher education; the demography of the LCCC service area and its occupational and transportation outlook; the economics of higher education; competition for students from four-year institutions; government legislation affecting LCCC planning; and college enrollment. Parts IV-VII outline planning assumptions and goals in the areas of: (1) programs and services, including those designed to serve nontraditional students''; (2) organization and planning; (3) human resources; and (4) physical facilities. Part VIII presents financial profiles and projections and Part IX outlines long-range plan evaluation procedures, including follow-up studies, community needs assessments, program evaluations, zero-based budgeting, and institutional audits. (JP)

ED 180 538 JC 800 014

Boylan, Timothy V. And Others

Preliminary List of Functions and Operations of Lorain County Community College.

Lorain County Community Coll., Elyria, Ohio.

Pub Date-18 Jun 73

Note-69p.; The index and list of Lorain County Community College's functions were removed due to irreproducibility

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Ancillary Services, Checklists, College Administration, *College Role, Community Colleges, Community Service Programs, *Definitions, Educational Finance, *Educational Responsibility, Faculty Development, Financial Policy, Financial Services, Institutional Research, Instruction, *Junior Colleges, Management Information Systems, *Productivity, Public Relations, Staff Improvement, Student Development

This Management Information System tool provides an official definition for and enumerates the operational components of each of the 13 functions of Lorain County Community College. These functions are: (1) provide instruction, (2) provide instructional support, (3) facilitate organized research, (4) develop faculty resources, (5) develop administrative resources, (6) develop professional and staff resources, (7) provide for student academic development, (8) provide for student non-academic development, (9) develop public relations activities, (10) develop community service activities, (11) develop financial resources, (12) provide financial services, and (13) provide auxiliary services and facilities. The operational components in each category are listed adjacent to blank columns in which college personnel can indicate whether he or she has direct, indirect, or no responsibility. (JP)

ED 180 539 JC 800 016

Bankson, Stephen R. Jonas, Stephen

The General Instructional Program in Physical Education at Two-Year Colleges: 1979.

Lorain County Community Coll., Elyria, Ohio.
Pub Date-Sep 79
Note-76p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Athletic Programs, Coeducation, College Credits, College Faculty, College Majors, Community Colleges, *Courses, Credit Courses, Enrollment Trends, Faculty Workload, *Grading, *Graduation Requirements, *Junior Colleges, National Surveys, *Physical Education, *Physical Education Facilities, Student Interests

A survey of 831 two-year colleges was conducted in January, 1979, to gather data on physical education (P.E.) programs and requirements, grading practices, course offerings, P.E. faculty, and physical facilities. Survey findings, based on a 53% response rate, indicate that 93% of the responding colleges offered physical education classes and that 75% offered a program to students desiring to major in the subject. About 66% of the respondents had a universal P.E. requirement (usually of one year). Exemptions for medical reasons, handicaps, and prior military service were granted by 93% of the schools, but only 40% exempted students because of age. The vast majority of colleges applied P.E. grades toward a student's grade point average. Factors considered in P.E. grades included attendance and participation (94%), knowledge (85%), improvement (76%), and skill performance (89%). Individual sports, dual sports, and basic fitness classes showed the greatest demand, while team sports appeared to be on the decline. About 50% of the faculty perceived student interest to be greatly enhanced in coeducational courses, and only 38% offered courses restricted to men or women students. Responding institutions had an average of over five full-time P.E. faculty members. Over 80% of the schools had a gymnasium, P.E. offices, locker facilities, weight rooms, and tennis courts. (JP)

ED 180 540 JC 800 018

Drakulich, J. Scott

Fall 1978 COM 080 R'' Grade Follow-Up. Research Report 79-5.

Essex County Coll., Newark, N.J.
Pub Date-Dec 79
Note-11p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Basic Skills, Communication Skills, Community Colleges, English Instruction, *Enrollment Trends, Failure Factors, *Grades (Scholastic), *Grading, *Junior Colleges, Performance Based Education, *Remedial Courses

At the completion of the fall semester, 1979, a study was conducted at Essex County College to determine the status of the 182 students who had received an R'' grade in a basic communications skills course (COM-080) in fall, 1978. The R'' grade is given to students who have made progress in a developmental course, but who have not attained C'' level competency and are, therefore, required to repeat the course. Of the 182 students who received an R'' grade: (1) 48% repeated COM-080 the following semester; (2) 2% repeated it after dropping out for a semester; (3) 18% did not repeat the course, but instead took a course in English foundations (ENG-089); (4) 5% took a course in college composition (ENG-101); (5) 3% took an English as a second language (ESL) course; and (6) 5% took no English courses. Of the 88 students that re-enrolled in COM-080 during the winter 1979 semester, only 38% successfully completed the course, 30% received an R'' for the second time, 14% received an F'', and 16% withdrew. Of the students that enrolled in the more advanced English courses without faculty permission, only 15% successfully completed ENG-089 and 33% successfully completed ENG-101. All students enrolled in the ESL course successfully completed it. The implications of these findings are discussed in the study report as they relate to the question of retaining or discontinuing the R'' grade. (AYC)

ED 180 541 JC 800 026

Miller, Carolyn F.
American Civilization 82.100 ISDL.
Saint Louis Community Coll. at Meramec, Kirkwood, Mo.
Pub Date- 72
Note-103p.; Pages 54-69 and 98-105 were copyrighted and are therefore not available
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-American Culture, Community Colleges, *Curriculum Guides, *Independent Study, *Individualized Programs, *Junior Colleges, Learning Laboratories, Multimedia Instruction, *United States History

This study guide outlines step-by-step requirements for 18 sequential units of an independent, self-directed learning course on American Civilization offered at St. Louis Community College at Meramec. For each unit the guide lists in appropriate order assigned and supplementary readings with accompanying study questions, taped lectures, recordings, film strips, film loops, and study sheets. The guide's introduction outlines test requirements, including unit quizzes administered at the college's independent study laboratory and an interpretive essay to be completed at the end of unit 18. Topics covered in the course include Europe from the end of the Middle Ages up to the discovery of the New World, early colonization of America, New England and Puritanism, the Age of Enlightenment, Life in mid-18th Century, the American Revolution, the United States Constitution, the Missouri Constitution, Romanticism and Transcendentalism, Abolitionism, the Lincoln Administration, the Gilded Age, Populism, Wilson and World War I, the Great Depression, and Post World War II America. The study guide concludes with a glossary of terms. (JP)

ED 180 542 JC 800 027

Reed, Lester W., Jr.

Occupational-Technical Program Need Assessment Model.

Pub Date- 79
Note-109p.
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-College Planning, Community Colleges, Community Surveys, Data Collection, Educational Demand, Educational Needs, Educational Supply, Employment Projections, Graduate Surveys, Job Market, *Junior Colleges, *Manpower Needs, *Models, *Needs Assessment, Occupational Surveys, Program Development, *Vocational Education

An occupational/technical program needs assessment model is described by which colleges can alter existing programs or develop new ones in anticipation of job market requirements. The report first discusses the two-part (existing and potential programs), tri-level (initial evaluation, individual program screening, and individual program planning), hierarchical structure of the model. The data requirements of the model and the sources of these data are then outlined under five categories: manpower demand, manpower supply, student interests, and student and institutional economic interests. The report then outlines criteria for evaluation of the data categories and provides forms which can help individual institutions judge the appropriateness of each category to their particular needs. The appendix includes: (1) a literature review on information and decision theory and its relation to needs assessment; (2) a program vs. Dictionary of Occupational Titles job inventory; (3) employers' program needs, community survey, and student interest questionnaires; (4) job order accounting forms; (5) a format by which graduate follow-up data reveals local supply and demand experience; (6) a format for student cost benefit analysis; (7) state supply vs. demand projections; and (8) program enrollment data forms. (JP)

ED 180 543 JC 800 032

Marsee, Stuart E.

A President's View of the Liberal Arts.

Pub Date-Jan 80

Note-8p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, Basic Skills, *College Role, Community Colleges, Educational Needs, Educational Philosophy, Educational Trends, *General Education, *Individual Development, *Junior Colleges, *Liberal Arts

Liberal education, designed to produce character, comprehension, and compassion, has an important future in the community college scene. Of the six community college functions, only one is in the vocational area; learning skills development, general education, continuing education, guidance, and transfer education are largely liberal education components. Though a tightening job market and decreasing enrollment have created an emphasis on career-oriented programs, human beings will always need liberal education in their continuing effort to understand. Recognizing this, educators should focus on the true objectives of liberal education and reject the notion that it encourages lowered standards of excellence and the misuse of student freedom. Liberal education should: (1) help people become all they are capable of being, (2) help people to live with themselves, (3) develop insight, wisdom, and character, (4) develop psychologically mature adults, (5) encourage lifelong learning, (6) probe the problems of the late 20th Century, (7) provide non-classroom activities, (8) teach values as well as subject matter, (9) provide liberal arts curricula, and (10) infuse human values in technological and other areas. Such goals must be included in the community college mission if the community college is truly to be a teaching institution. (JP)

ED 180 544 JC 800 033

The President's Commission on Foreign Language and International Studies: Reports Its Recommendations. An Analysis.

American Association of Community and Junior Colleges, Washington, D.C.
Pub Date- 79
Note-8p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Role, Community Colleges, Community Education, Cross Cultural Studies, Cultural Awareness, *Educational Needs, Faculty Development, Foreign Students, International Educational Exchange, *International Relations, *International Studies, *Junior Colleges, Postsecondary Education, Program Administration, *Second Language Learning

The President's Commission on Foreign Language and International Studies made over 130 recommendations aimed at strengthening international education. This report concerns itself with those recommendations that are generally or specifically related to community colleges. It presents excerpts from the Commission's report that deal with: (1) expanding course offerings and educational opportunities in college and university programs; (2) the role of the community college in promoting citizen education in international affairs; (3) improving foreign language competence and fostering international consciousness at all educational levels; (4) making international studies courses and exchange programs available at undergraduate and postgraduate levels and making efforts to increase interest and enrollment in these programs (5) centralizing international studies at a high level in the administrative structure of a college or university; (6) advancing international research and training through academic and scholarly exchanges; and (7) the importance of international education to the foreign trade effort of the United States. (JP)

ED 180 545 JC 800 035

Gold, Ben K.

LACC Faculty During the First Fifty Years: A Look at Some Characteristics.

Los Angeles City Coll., Calif.
Report No.-LACC-79-13
Pub Date-Oct 79
Note-9p.; Table 1 may not reproduce well due to small size of type
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, Community Colleges, *Degrees (Titles), Doctoral Degrees, *Employment Trends, *Females, *Junior Colleges, Males, *Teacher Employment, Teacher Persistence, Teacher Qualifications, Trend Analysis, Women Professors

Los Angeles City College (LACC) catalogs for 1979 and every fifth year preceding 1979 were examined to investigate trends in the numbers and characteristics of faculty during the 50 years of the College's history. Variables included in the study were number of faculty, sex, length of time at the college, and highest degree attained. The study showed that, consistent with day enrollment, LACC faculty experienced its highest growth periods in the late 1960's and 1940's when 129 and 123 faculty members were added, respectively. The lowest growth period was during World War II, when only nine new faculty members were added. Results also indicated that 37% of the 1979 faculty members were women. During the five-year period ending in 1979, 48% of the new teachers hired were women; this was the highest percentage of any five-year period. An examination of degrees held revealed that 17% of the 1979 faculty members had doctorates, a percentage that was higher only in 1954. The study report includes graphs and tables depicting: (1) the number of faculty by sex and year of original employment; (2) the highest degree attained by LACC faculty members; (3) the universities that awarded

degrees to the 1979 faculty members; (4) the number of teachers hired during each five-year period; and (5) the percentage of female instructors. (Author/JP)

ED 180 546 JC 800 036

Fall Enrollment Report: University of Hawaii, Community Colleges, Fall 1979.

Hawaii Univ., Honolulu.

Pub Date-Oct 79

Note-17p.; Pages 11-18 and most of Table 14 have deleted due to irreproducibility ; Prepared by the Office of Institutional Research and Analysis

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age, College Majors, Community Colleges, Educational Background, *Enrollment, *Enrollment Trends, Females, Full Time Students, Junior Colleges, *Junior College Students, Liberal Arts Majors, Males, Part Time Students, *State Surveys, Statistical Data, *Student Characteristics, Tables (Data), Vocational Education

Identifiers-*Hawaii, Student Objectives

Data tables summarize selected personal and academic characteristics of students enrolled at the seven Hawaii community colleges in the Fall 1979 semester, focusing on classified and unclassified students in credit programs. Registration in various community college offerings numbered 28,781. Of these, 72% were regular students enrolled in credit programs; 1% were early admits or concurrent registrants; 7% were apprentices or journeyworkers in non-credit programs; and 20% were in special programs. Compared to Fall 1978, headcount enrollment had increased by only 0.3%. Several trends which emerged in previous studies continued: there were more women and part-time students (both numerically and proportionately) than in previous years; full-time equivalent/headcount ratios continued to decline; and part-time students continued to take lighter credit loads. There appeared to be little change in the nature of the students in terms of the following characteristics: place of residence, percentages of first-time vs. continuing students, marital status, and age. (The numbers of students in the older age groups seemed to have stabilized, however.) The percentage of liberal arts majors decreased and the percentage of vocational majors increased only by 1%, but the unclassified students comprised 2% more of the total enrollment, representing a 32% increase in their total numbers. (DD)

ED 180 547 JC 800 037

Parsons, Michael H.

The Salt Mines Revisited: Two Years of Faculty Returning to Industry.

Pub Date-29 Nov 79
Note-12p.; Paper commissioned for the National Council for Staff, Program, and Organizational Development Northeastern Skill-building Workshop (Cherry Hill, NJ, November 29, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, *Faculty Development, Inplant Programs, *Inservice Teacher Education, *Junior Colleges, *School Industry Relationship, Teacher Improvement, Technological Advancement, *Trade and Industrial Teachers, *Vocational Education Teachers
Identifiers-Hagerstown Junior College MD

To meet the vocational needs of the college's new clientele and to update faculty knowledge and skills, Hagerstown Junior College initiated a five-year program designed to return all career faculty to industry on a temporary basis. Faculty members requesting a return to industry submitted proposals that specified the area of specialization, the tasks to be undertaken, the time required, and the resources necessary for completion. Each proposal was assessed on the basis of weighted criteria including length of time "out of field," degree of technological change in the industry, and accessibility of a host. Accepted projects underwent a formative, on-site assessment conducted by the Dean of Instruction, an initial summative review prepared by the on-site supervisor, and a final summative report prepared by the faculty member analyzing the integration of the experience into his/her teaching. A review of the 13 projects completed since 1978 reveals that: (1) the participants performed valuable services for the host industries; (2) there was an increased understanding between the hosts and the college; and (3) host industries hired an increased number of Hagerstown graduates. A third-party performance review conducted by the Appalachian Regional Commission recommended study into the duplication of the back-to-industry program at other colleges. (Author/JP)

ED 180 548 JC 800 039

Charles, Richard F.

The Audit Manual: An Aid in the Maintenance of AB77 Audit Trail Material.

De Anza Coll., Cupertino, Calif.
Pub Date-29 Mar 79
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accountability, Community Colleges, Compliance (Legal), Data Collection, Educational Finance, Expenditures, *Institutional Evaluation, *Junior Colleges, Legal Problems, Manuals, *Recordkeeping, Records (Forms), State Aid, State Legislation, State Standards
Identifiers-*Audits

The success or failure of an institution on a Finance or State Chancellor's Office audit can depend upon how well the college has maintained an audit trail, recording the total number of hours and students claimed, budget expenditures, average daily attendance generation, disability designations, and Individual Educational Plans. Adequate audit trail systems require: (1) housing and categorizing data, (2) recording changes in student status and course enrollment, (3) incorporating Assembly Bill 77 (AB77) funds into the income or expenditure procedures, (4) maintaining staff trained to understand the requirements of AB77, (5) providing commitment to handicapped program evaluation and audit, and (6) delegating specific responsibility for monitoring and reviewing procedures. To assure successful audits, De Anza College has developed an Audit Manual composed of information from the College's comprehensive plan and from key documents identified by the California Community Colleges' Chancellor's Office, including state laws, state guidelines, general college documents, program management documents, student information documents, and reporting documents. Updated information provided by all college segments is recorded in the manual on a daily basis, and required program management documents are altered each quarter to insure up-to-date job descriptions, personnel lists, and program assessment statements. (JP)

McIntyre, Chuck
Center for the Improvement of Instruction.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-25 Jan 80
Note-17p.; Paper prepared for the Meeting of the Board of Governors of the California Community Colleges (Los Angeles, CA, January 25, 1980).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Clearinghouses, College Faculty, Community Colleges, Enrollment Trends, Faculty Development, Financial Support, *Instructional Improvement, *Junior Colleges, Networks, Newsletters, Professional Continuing Education, Program Administration, Program Evaluation, Resource Allocations, *Staff Improvement, State Programs, *Statewide Planning, *Teacher Centers, Teacher Exchange Programs, Teacher Workshops
Identifiers-*California

In response to the need for the continual development of those directly involved in the instruction of community college students, a Center for the Improvement of Instruction has been proposed that would be utilized by the staff of all 106 California community colleges. The objectives, programs, organization, and funding of this proposed center are described in this report. First, the demographic changes expected of community college students during the 1980's and increasing pressure for cost effectiveness are discussed as they relate to the need for a centralized, multi-institutional center for the continuing education of instructional staff. The goals and objectives of the center and participants are then outlined. Subsequently, the center's programs and activities are discussed. These will include: (1) provision of short- or long-term networks among staff groups with shared goals; (2) creation of a clearinghouse for the dissemination of information on instructional materials and media; (3) coordination of staff and professional development efforts with an institution's particular needs; (4) establishment of workshops and a newsletter; (5) provision of advice on technical instructional matters; (6) provision of an intercollege instructor exchange; and (7) establishment of a fellows program. The report then considers the administration and evaluation of the center and funding alternatives. (JP)

ED 180 550 JC 800 041

Dyste, Ron Agosto, David

Modifications to the EOPS Allocation Formula.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-25 Jan 80
Note-14p.; Paper prepared for the Meeting of the Board of Governors of the California Community Colleges (Los Angeles, CA, January 25, 1980)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, Educational Finance, *Educationally Disadvantaged, *Educational Opportunities, Financial Support, *Junior Colleges, *Resource Allocations, *State Aid, State Programs, *Statewide Planning
Identifiers-*California, *Extended Opportunity Programs and Services

A modified Extended Opportunity Programs and Services (EOPS) allocation formula has been recommended for implementation in the California community colleges by the end of 1982-83. The modified formula has been designed to shift funding policy toward performance outputs as distinct from inputs. The current formula is based upon four weighted elements: known needs (33%), potential campus and community needs (27%), actual number of students served (10%), and staff review of proposals and programs (30%). A total of 90% of the funding determined by this formula is based on input elements. The need for change is demonstrated by the facts that: (1) the formula is not understood by most EOPS directors, (2) the formula is inherently unstable, (3) minority enrollment elements may discriminate against white EOPS students, (4) separate funding of potential need as currently defined in the formula distorts allocations, and (5) the current emphasis on cost effectiveness requires that an allocation formula stress performance rather than input factors. The three main elements of the proposed formula are: the number of students eligible (60%), the number served (30%), and the district contributions to unmet needs (10%). Each element derives its part of the allocation on the basis of the work actually performed by the college in identifying and serving needy students. (JP)

ED 180 551 JC 800 042

Rollins, Dontry

Counseling Elderly Students in Community Colleges.

Pub Date- 79
Note-20p.; Graduate seminar paper, University of Florida
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Counseling, *Adult Students, Community Colleges, *Counseling, Counseling Effectiveness, Counselor Role, Counselor Training, Educational Counseling, *Junior Colleges, *Literature Reviews, *Older Adults, Student Problems

Despite the growing number of older students (age 50 or over) attending two-year institutions, counseling services relevant to their needs are often overlooked. These needs are especially acute because they often stem from the disengagement of long established social roles, such as the loss of a job through retirement, the loss of loved ones through death, and the loss of self-direction through institutionalization. Students with these problems require alert counselors trained to listen attentively and to use proxemics, nonverbal communication, and object language in the counseling process. Yet surveys indicate that no special programs for counseling older students currently exist at community colleges, and research shows that there is little information about the functioning of counseling services at two-year colleges in the professional literature. Administrative action is therefore required at the college level to assure that elderly students receive psychological as well as academic counseling. When counselors provide both services, the student will feel more comfortable in discussing personal problems, because the regularly scheduled interviews incorporated into the academic process will provide for a closer relation between counselor and student. References to relevant research studies are provided throughout the document. (JP)

ED 180 552 JC 800 043

Morgan, John A., Jr.

An Assessment of the Potential Implications to Piedmont Technical College of Property Tax Limitation Legislation in South Carolina.

Pub Date-15 Nov 79
Note-57p.; Ed. D. Practicum, Nova University
Pub Type- Reports - Evaluative (142) - Dissertations/Theses (040)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Budgeting, College Planning, Community Colleges, Declining Enrollment, Educational Finance, *Financial Problems, *Financial Support, *Junior Colleges, *Literature Reviews, Long Range Planning, Retrenchment, Social Factors, State Aid, State Legislation, Tax Effort, *Tax Support
Identifiers-Proposition 13 (California 1978), South Carolina

A review of the literature concerning educational finance, taxation, and California's Proposition 13 (1978) reveals that educational institutions encountered financial pressures before the passage of Proposition 13, and that these pressures hardly specific to California are highly visible in the South Carolina Technical Education System. The diminishing popularity of education began during the middle 1960's and was reinforced by the onset of depressed economic conditions in the 1970's. As a result, this decade saw declining enrollments, austerity in budgeting, retrenchment policies, and increased tuition rates. Although no tax limitation measures were passed in South Carolina, state taxpayers and legislators developed a marked appropriation frugality. A new governor gave priority to budget limitations, and while the 1979 appropriations to the Technical Education System were up $3 million from 1978, mandated increases caused a $765,327 net loss. Piedmont Technical College, in particular, was underfunded $150,000 and suffered a 12% decrease in local support. To meet this challenge, Piedmont, as well as other institutions, should institute long-range contingency planning efforts that combine budgeting and planning functions to select areas for expenditure reductions. In addition, colleges should lobby for legislative funding and win popular support by demonstrating operational efficiency. (Author/JP)

Tworek, Richard K. Campbell, Edward L.
A Task Analysis on the Education and Utilization of Medical Transcriptionists in Illinois Community College District Illinois Univ., Champaign. Coll. of Medicine.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Pub Date- 79
Contract-N01-MB-2430
Note-67p.; Figures 2 and 3 were deleted due to irreproducibility
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Colleges, Diction, *Education Work Relationship, *Employer Attitudes, Employment Projections, Grammar, Job Skills, *Junior Colleges, *Medical Record Technicians, Medical Vocabulary, *Occupational Information, Program Evaluation, Questionnaires, Relevance (Education), Secretaries, *Task Analysis, Task Performance, Work Experience
Identifiers-*Medical Transcriptionists

A study was conducted in the Champaign-Urbana area to evaluate the relationship of the educational preparation of medical transcriptionists to their on-the-job requirements. Personal interviews were conducted with three hospital medical records administrators and with the appropriate department head of an area community college that offered a medical transcription program. During the interviews, administrators identified the tasks performed by transcriptionists and non-transcriptionists and ranked these tasks in order of importance. Likewise, the department head identified those tasks meeting the instructional objectives of the curriculum and rated the emphasis given to each one. The following tasks were rated as very important by both groups: (1) transcription from recordings, (2) use of electric typewriter, (3) use of magnetic tape selector typewriter, (4) transcription of histories and physicals, (5) transcription of consultation and discharge summaries, and (6) transcription of operative reports. Administrators indicated that graduates were often deficient in the last three skills, suggesting that more training should be provided in grammar, medical technology, use of reference materials, and the ability to interpret foreign or poor diction. The investigators recommended that internship programs be established and medical terminology self-instruction programs be implemented in the employment setting. (JP)

ED 180 554 JC 800 048

Rollins, Charles E. And Others
Determining the Effectiveness of Freshman Composition.
Bucks County Community Coll., Newtown, Pa.
Pub Date-79
Note-20p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Achievement Gains, College Freshmen, Community Colleges, *Composition (Literary), Course Objectives, English Instruction, Expository Writing, *Junior Colleges, Junior College Students, Skill Development, Student Evaluation, Student Improvement, *Summative Evaluation, *Writing Skills

The first and last essays of 209 randomly selected students who had received a passing grade in English Composition I at Bucks County Community College during Fall, 1976, were evaluated at the end of the semester by a committee of English teachers from other institutions. The committee assessed improvement in relation to several instructional objectives: content, unity, coherence, sentence structure, mechanics, word usage, and diction. Results showed that: (1) over 73% demonstrated substantial improvement in meeting instructional objectives as well as in writing polish; (2) 20% demonstrated only slight improvement or improvement that was negated by regression; and (3) 5% demonstrated regression. Improvement appeared most often in coherence, while improvement in mechanics and diction was noticeably lower than for the other objectives. Additional comments made by the committee pointed out that, despite improvements, students continued to make heavy use of periodic, declarative sentences and literal, rather than figurative, language. The study report is appended by a Department of Language and Literature report detailing the methods of the study; a copy of the instructions given to instructors and readers; a listing of theme titles; and a detailed presentation of findings. (JP)

ED 180 555 JC 800 056

Cleek, John E. And Others

Directions: Addresses on Education.

Johnson County Community Coll., Overland Park, Kans.

Pub Date-May 79
Note-42p.; Speeches presented in honor of the 10th anniversary of Johnson County Community College (May, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Arts Centers, *College Role, Community Colleges, Curriculum Development, Educational Needs, Education Work Relationship, *General Education, Humanities, *Junior Colleges, *Liberal Arts, Relevance (Education), School Community Relationship, *Vocational Education

These three commemorative speeches deal with the role of liberal education at Johnson County Community College (JCCC) and at community colleges in general. John E. Cleek, JCCC president, outlines the growth in enrollment and facilities that characterized the first decade (1969-1979) of JCCC's development and discusses the possibility that, with the formation of an arts council and the establishment of an artist-in-residence program, JCCC could become a center for the arts in Johnson County during its second decade. Such a program, Cleek maintains, could be integrated into the college without diminishing the importance of career and vocational education. Mark Curtis, president of the Association of American Colleges, discusses the complementary nature of vocational and liberal education; expresses concern over the truncated character of technical education when it lacks a substantial liberal arts component; and cites examples of the successful integration of humanities into the curricula of medical, engineering, and community colleges. Finally, John Schonleber, an educational consultant, discusses the origins of liberal education, the different meanings liberal education has had over time, and the role that the college can play in eliminating the false disjunction between life and work. (JP)

ED 180 556 JC 800 063

Ramsden, Patricia Watkins, Clyde
A Competency Based, Individualized Course Design for ENG Madisonville Community Coll., Ky.
Note-25p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Standards, Behavioral Objectives, Community Colleges, Competence, Composition (Literary), Contracts, Course Descriptions, Course Objectives, *English Instruction, Essays, Evaluation Criteria, Grades (Scholastic), *Individualized Instruction, *Junior Colleges, *Mastery Learning, Mastery Tests, Paragraphs, *Performance Based Education, Sentences, Word Study Skills, *Writing Skills

A competency-based, individualized, English course was designed so that, at any one time, students would be working toward a grade of C, B, or A. While some students, based on a pre-course writing evaluation, might begin work at an advanced level, other students might spend the whole semester attempting to achieve the skills required for a C. Still others might achieve a grade of C at some point before the end of the semester and then choose to withdraw with that grade or to work toward a B. Once a B is achieved, the student can decide to withdraw with that grade or continue toward an A. Within each level, the student works sequentially on four skill areas: words, sentences, paragraphs, and themes. Advancement to the C, B, or A level is determined by the demonstration of competencies on an exit examination taken when the student feels adequately prepared. However, if the student should commit faults of a lower level, he or she must do "back-up" exercises before continuing to work on exit competencies. Students contract with their instructor to complete work on a schedule established within the first two weeks of the course. Students communicate with the instructor primarily through a folder, which contains a form used by the instructors to make assignments and comment on students' performance and the work students accomplish during class. (Competencies for each level are defined in this descriptive report.) (JP)

ED 180 557 JC 800 064

Ramsden, Patricia A.
Utilizing Workshops in Technical Composition.
Pub Date-Jan 80
Note-7p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Academic Failure, Community Colleges, Conventional Instruction, Course Content, *Individualized Instruction, *Junior Colleges, Lecture, Program Descriptions, *Teaching Methods, *Technical Writing, Workshops, Writing Skills

Observing that the lecture/discussion instructional technique resulted in high failure rates among students taking technical composition, an instructor at Madisonville Community College (Kentucky) implemented a new course system designed to provide individualized instruction. The system called for two fifty-minute lectures per week attended by all students and several fifty-minute workshops each limited to an enrollment of seven students. Though students spent the same amount of time in class as they did in the traditional lecture course, teacher class time differed slightly depending on the number of students enrolled. During the workshops, students received individualized help with specific writing problems, wrote final drafts for writing assignments explained during the lecture, and took exams at an individualized pace. Preliminary implementation suggested that the course design was successful. Of the 31 students enrolled during the first semester, five withdrew and only two failed. (JP)

ED 180 558 JC 800 065

Edwards, Sandra J.

Science Education in Two-Year Colleges: Environmental Sciences.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Jan 80

Grant-NSF-SED-77-18477

Note-82p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-College Credits, Community Colleges, Course Content, Course Objectives, Courses, Curriculum Problems, Curriculum Research, *Environmental Education, Instructional Materials, *Interdisciplinary Approach, *Junior Colleges, Literature Reviews, National Surveys, Program Evaluation, Questionnaires, Remedial Programs, *Science Curriculum, *Science Instruction, Science Teachers, Teacher Characteristics, Teaching Methods, Vocational Education

The interdisciplinary components of science instruction at two-year colleges are examined as revealed by curriculum offerings in environmental science, integrated science, and the history of science. Part I of the report reviews the literature concerning the rationale, objectives, course content, and instructional methods of interdisciplinary science courses, as well as the components of and instructional practices in environmental sciences. Part II summarizes the findings of a study of catalogs and a survey of science instructors at 175 colleges. These studies were conducted to analyze the science courses offered in the 1977-78 academic year and to assess the instructional practices used. Major findings outlined in this section show that: (1) while interdisciplinary and environmental science courses made up 4% of the science courses listed, 89% of the colleges included one or more of these courses in their schedules of classes; (2) 70% of the environmental science courses listed were designed for environmental technology majors; and (3) interdisciplinary science instructors were predominantly experienced, full-time teachers using a variety of non-traditional techniques. Part III provides summary observations pointing to the small percentage of colleges offering integrated sciences in vocational curricula, the lack of goal clarification in interdisciplinary offerings, and the value of interdisciplinary sciences in developmental education. (JP)

ED 180 559 JC 800 068

Butler, Thomas E.
An Estimate of the Economic Impacts of Thomas Nelson Community College.
Thomas Nelson Community Coll., Hampton, Va.
Pub Date-Jan 80
Note-40p.
Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Faculty, *Community Benefits, Community Colleges, Economic Factors, Economic Research, *Educational Economics, Educational Finance, *Expenditures, Income, *Junior Colleges, Mathematical Models, Property Taxes, School Community Relationship, Tax Support
Identifiers-*Economic Impact Studies

A study was conducted at Thomas Nelson Community College (TNCC) to assess the college's economic impact on its service area in fiscal year 1979. Models, based on linear cash flow formulas, were used to determine impacts on local businesses, governments, and individuals. Students' expenditures and spending for construction were omitted from the study. The study revealed: (1) $2,255,559 were added to the local business economy by college-related spending; (2) $1,207,559 worth of business property existed in support of college-related spending; (3) the credit base of local banks expanded by $1,317,723 because of the accounts of the college, its employees, and college-related businesses; (4) $37,575 of local business volume were unrealized due primarily to the operation of TNCC's bookstore; (5) $6,924,636 in tax receipts and state and federal aid were brought the area by the college; (6) $313,966 were spent by local jurisdictions in providing services to TNCC; (7) $626,913 worth of local government property existed in support of TNCC and its staff; (8) $48,276 in property taxes were lost due to the tax exempt status of TNCC; (9) TNCC provided 361 full-time jobs; and (10) these jobs generated $6,270,889 in personal income. The study report explains the models used in the calculations. (JP)

ED 180 560 JC 800 069

Enrollment Report of Apprentices in California Public Secondary and Adult Schools and Community Colleges.

California State Dept. of Education, Sacramento.
Pub Date-79
Note-19p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, *Apprenticeships, Community Colleges, Correctional Education, *Enrollment, High Schools, Junior Colleges, Secondary Education, *State Surveys, *Supplementary Education, Trade and Industrial Education, *Vocational Education
Identifiers-*California

Survey data, collected by the vocational education sections of the California State Department of Education and the California community colleges, outline the number of indentured apprentices who are receiving related and supplemental instruction in California public secondary schools, adult schools, and community colleges. Data on the schools or districts providing apprentice classes, the number of classes, and the number of apprentices are first organized alphabetically by the name of the city or town where the classes are located. Subsequently, this information is organized alphabetically by each of 47 trades or occupations. The enrollment report shows that, as of the final week of February, 1979, a total of 76 secondary school and community college districts were providing instruction to 24,355 apprentices in 1,108 classes for 47 trades. The appendix contains data on apprenticeship education for inmates of California penal and correctional facilities. (Author/JP)

ED 180 561 JC 800 070

Yarrington, Roger, Ed.

Strengthening Humanities in Community Colleges. National Assembly Report.

American Association of Community and Junior Colleges, Washington, D.C.

Pub Date-80

Note-125p.; Papers presented at an American Association of Community and Junior Colleges Conference (Warrenton, VA, November 4-6, 1979). Photographs have been deleted

Available from-American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($5.00)

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Role, Community Colleges, Community Involvement, Community Support, *Curriculum Development, Curriculum Problems, Educational Finance, Educational Objectives, Energy, Enrollment Trends, Grading, *Humanities, *Humanities Instruction, *Junior Colleges, Language Instruction, Mass Media, Research Needs, State Agencies, Teacher Attitudes, Vocational Education

Based on the deliberations and outcomes of the National Assembly on the Strengthening of the Humanities, this report contains recommendations for the improvement of humanities education in community colleges. The first article in the report, ``Reviving the Humanities: Data and Direction,'' by Arthur M. Cohen and Florence B. Brawer, provides background to the problem based on a study of humanities curricula and instruction nationwide and makes suggestions to improve the situation. Also included are: ``The Humanities: Time for a New Approach,'' by Leslie G. Koltai; ``Community Forums: A Boost for the Humanities,'' by Diane U. Eisenberg; ``Work, Jobs, and the Language of the Humanities,'' by Myron A. Marty; ``The Humanities: State-Level Agencies,'' by John N. Terrey; ``Reinvigorating the Humanities: Does Finance Have a Role?'' by David W. Breneman and Susan C. Nelson; and ``Report of the National Planning Workshop, Community College Humanities Association,'' by David D. Schmeltekopf. A summary of the recommendations formulated during group discussions held at the Assembly is included, as well as a list of the Assembly participants. (JP)

ED 180 562 JC 800 071

Ireland, Jackie

Community Services: A Position Paper.

National Council on Community Services and Continuing Education.
Pub Date- 79
Note-35p.
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Board of Education Role, Budgets, Community Colleges, *Community Services, Cultural Enrichment, Financial Problems, Institutional Facilities, Institutional Role, *Junior Colleges, Older Adults, *Retrenchment, School District Autonomy, Staff Utilization, *State Aid, State Surveys, Tax Support
Identifiers-Proposition 13 (California 1978)

College community services, traditionally funded by the levy of special purpose taxes, have been threatened by the passage of Proposition 13 and the resultant abolishment of permissive taxes. Survey data show that the average budget cut for community services was at least 50%. These cuts resulted in: (1) a 76% increase in ``fee'' courses and a 24% decrease in community services courses, (2) a 72.8% reduction in community services staff, (3) cultural deprivation for senior citizens and the economically disadvantaged, and (4) restriction of public use of campus facilities. However, Proposition 13 carried no mandate to change the basic mission of the California community colleges, and state funds should be provided as they are in other states to assure the continuation of community services which cannot be self-supporting. These special funds should provide 90% of the 1977-78 base year community services program budget, and any institution not budgeting for community services at 90% of its 1977-78 level should have the amount intended for community services, but not so used, subtracted from the next year's budget allocation. The report appendix includes survey data gathered by the California Community College Community Services Association and El Camino College to determine the effects of Proposition 13 on community colleges. (JP)

ED 180 563 JC 800 072

Mangano, Joseph A. Corrado, Thomas J.

Adult Students' Satisfaction at Six Two-Year Colleges.

State Univ. of New York, Albany. Two Year Coll. Student Development Center.

Spons Agency-New York State Education Dept. Albany, Grants Administration Unit.

Pub Date- 79

Note-26p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Students, College Stores, Community Colleges, Course Content, Course Objectives, Educational Quality, Evening Classes, *Evening Students, Females, Junior Colleges, *Junior College Students, Library Services, Males, Orientation, *Participant Satisfaction, Questionnaires, School Registration, School Schedules, Student Attitudes, *Student Characteristics, Student Needs, Student Personnel Services, Surveys, Tables (Data), Teaching Quality, Textbook Content, Tutoring

A survey of 600 adult (25 or older) students in randomly selected continuing education (evening), credit courses at six New York State two-year colleges was conducted during Spring, 1979, to determine adult students' satisfaction with their college experience. The survey instrument included 10 demographic items and 66 scale items designed to measure satisfaction with various administrative, supportive, and curricular/instructional services. Results, based on a 78% response rate, showed that mail-in registration, bookstore and library services, attendance policies, course objectives and content, textbook readability, college catalogs, and overall college quality received the highest ratings. Low ratings were given to ease of registration, tutoring, orientation, and child care services. Item scale correlations and regression analysis revealed that expedient registration procedures, instructor quality, course variety, and scheduling convenience had the most impact on adult student satisfaction. Significant differences existed between male and female responses on only 11 of the 66 items, and respondents at smaller colleges were more satisfied with educational programs than their peers at larger institutions. The survey report includes data tables and a sample survey instrument. (JP)

Mangano, Joseph A. Corrado, Thomas J.
Responding to the Needs of Re-entry Adults in Two-Year Colleges.
State Univ. of New York, Albany. Two Year Coll. Student Development Center.
Spons Agency-New York State Education Dept. Albany, Grants Administration Unit.
Pub Date- 79
Grant-VEA-79-3A-790
Note-18p.; Photographs have been deleted due to irreproducibility. Some graphs and tables may not reproduce well due to small size of type
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Aspiration, *Adult Students, College Role, Community Colleges, Continuous Learning, Delivery Systems, Enrollment Trends, *Junior Colleges, Nontraditional Students, School Schedules, Student Attitudes, *Student Characteristics, *Student Needs, Student Personnel Services
Identifiers-*Reentry Students, *Students Objectives

The objective of the Meeting Academic Success Needs of Re-Entry Adults Project is to assess information on re-entry adults in two-year colleges. This project description begins by determining the state of the art in lifelong learning, focusing particularly on adult enrollment trends and the purposes of lifelong learning. Secondly, re-entry adult students are profiled in terms of their age, objectives, backgrounds,

employment patterns, urban vs. rural residence, sex, the number of people desiring to take part in learning activities, their interests, preferences for learning sites and school schedules, and reasons why adult students merit special attention. Thirdly, the role of two-year colleges in lifelong learning is addressed, especially in relation to their responsiveness, "open door" policy, community-based philosophy, and low instructor-student ratios. The next section discusses the findings of a project to determine the relative importance of selected educational needs to re-entry adult students, and to assist two-year colleges in providing programs and support services for these non-traditional students. Finally, ways of integrating lifelong learning into the two-year college context are outlined both in terms of dissemination and implementation activities. (JP)

ED 180 565 JC 800 079

Wiedman, Phyllis L.

Management Development in California Community Colleges: A Report of an ACCCA Management Development Institute Survey in 1979.

Pub Date-Nov 79

Note-16p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Personnel, Administrator Attitudes, Community Colleges, *Consultants, Consultation Programs, Inservice Programs, *Junior Colleges, *Management Development, Presidents, Professional Development, Program Evaluation, Questionnaires, Resource Centers, Small Colleges, *Staff Improvement, State Surveys, Workshops

Identifiers-*California, *Management Development Institute

The Association of California Community College Administrators' Management Development Institute was established in 1977 to provide workshop consultants and services for professional development activities. In 1979, a survey was conducted to determine whether the needs of the colleges were being met. Of the 105 California community college presidents who were surveyed, 74 responded. The study revealed the following: (1) 84% of the respondents reported that some type of management development program was planned or underway by contrast, in 1977, this figure was 68%; (2) during the two years, the percentage of large colleges with some type of management development program increased from 77% to 87%, while the percentage of small colleges with a program jumped from 25% to 71%; (3) most presidents without plans for a program indicated either insufficient funds or that management development was a low priority as their reason; (4) the most common activities were regional or local workshops, presented by both outside and in-house consultants; management retreats; visitations to innovative programs; and professional leaves; (5) most presidents were familiar with the Institute and the majority had used its services or planned to do so; and (6) evaluations of Institute services and training were generally positive. The questionnaire and the presidents' suggestions append the report. (AYC)

ED 180 566 • JC 800 082

Bergman, Irwin B.

The Effects of Providing Test-Taking Instruction for Various Types of Examinations to a Selected Sample of Junior College Students.

Queensborough Community Coll., Bayside, N.Y.
Pub Date-Jan 80
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, *Junior Colleges, *Low Achievers, Multiple Choice Tests, Reading Tests, Remedial Reading, Skill Development, Standardized Tests, *Testing, *Test Wiseness
Identifiers-*Test Taking Instruction

A study was conducted at Queensborough Community College to determine if instruction in taking tests would significantly improve the responses of non-proficient readers to multiple-choice, open-ended, and cloze-type questions. Students enrolled in 18 reading and study skills improvement classes (N 394) were divided into three main groups: the group receiving test-taking instruction; the test-taking practice group, which was permitted to practice taking tests but received no instruction; and the control group, which was given no instruction and no opportunity to practice. Standardized reading comprehension tests were administered at the beginning and at the end of the study. Results indicated that: (1) instruction in taking multiple-choice and open-ended tests did not significantly improve performance on tests employing these formats; (2) instruction in cloze-type test-taking resulted in significant improvement in the ability of students to correctly complete cloze responses on passages of a standardized reading comprehension test; and (3) practice on a particular test format without formal instruction was not sufficient in itself to produce significant gains in test performance. (Author/JP)

ED 180 567 JC 800 083

Beckwith, Miriam M.

Science Education in Two-Year Colleges: Agriculture and Natural Resources.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Feb 80
Grant-NSF-SED-77-18477
Note-62p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Agricultural Education, Animal Science, College Curriculum, Community Colleges, Core Courses, Course Objectives, Courses, Curriculum Problems, *Curriculum Research, Forestry, Grading, Instructional Materials, *Junior Colleges, Junior College Students, Literature Reviews, National Surveys, *Natural Resources, Plant Science, Program Evaluation, Questionnaires, *Science Instruction, Science Teachers, Soil Science, Teacher Characteristics, Teaching Methods, Testing, Vocational Agriculture Teachers, Wildlife Management

Agricultural and natural resources education in two-year colleges is examined as revealed by a study of science education that involved: (1) a review of the literature, (2) an examination of 175 college catalogs and class schedules from colleges nationwide, and (3) a survey of 1,275 science teachers. Part I of the study report discusses agriculture and natural science curricula in terms of the number of courses listed in the catalogs for each of eight categories: agriculture (general), animal science, plant science, soil science, natural resources (general), forestry, wildlife and wildlands, and food science. Data tables outline course offerings by college region, type of control, and size; the percent of courses in each category by instructional mode; and the percent of courses with prerequisites. Part II discusses the results of the faculty survey, providing information on agriculture and natural resources faculty, students, course goals, instructional activities, grading and testing, instructional materials, and course improvement. Part III presents summary statements pointing to the growth of agriculture and natural resources programs and the need to improve basic science and math prerequisites, communication skills of students, and the use of media in agriculture instruction. The survey questionnaire is appended. (JP)

ED 180 568 JC 800 086

Hallman, W. E., Ed.

So There's a Community College in Your Town. A Guide for Local Church Ministry with the Nearby Community College.

United Ministries in Higher Education in New York, Inc., N.Y.

Pub Date-78

Note-138p.; Revised edition of a work originally published in 1976

Available from-UMHE Communications Office, 3 West 29th Street, New York, NY 10001 ($3.00)

Pub Type- Guides - Non-Classroom (055) - Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Church Programs, *Church Responsibility, *Church Role, Clergymen, College Role, Community Colleges, Community Services, Guides, *Junior Colleges, Religious Agencies, Religious Education, *School Community Relationship

Seven articles and a series of cartoons provide background information and practical suggestions for the development of a working relationship between community colleges and the church. William E. Hallman discusses the church's responsibility for ministry at the community colleges. Robert A. Mayo explores the ways in which a supportive relationship between community colleges and the church can help both institutions fulfill their roles as community service agencies. Roger Schmidt examines current trends in and the potential for religious studies at community colleges. Edmund J. Gleazer, Jr., analyzes the growth of community colleges and the problems they currently face. Mary Alice Geier provides suggestions to local congregations for involvement in the community college mission. Earl J. Lowell presents a case method approach to assist local clergy in establishing goals and objectives for ministry with community colleges. The monograph concludes with a handbook by Mary Alice Geier for developing a ministry with community colleges. (Author/JP)

ED 180 569 JC 800 088

Ouistwater, J. M. R.
General Education for the Too Late Generation.
Pub Date-19 Oct 79
Note-24p.; Paper presented to the Annual Assembly of the Education Section of the World Future Society (2nd, Minneapolis, MN, October 19, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Groups, Birth Rate, College Role, Community Colleges, Educational Needs, *Employment Opportunities, Employment Problems, Employment Projections, Enrollment Trends, *Futures (of Society), *General Education, Individual Development, *Junior Colleges, Population Distribution, *Population Trends, Social Problems, Working Women

Rapidly changing patterns of birthrates over the past several decades have created a Canadian and North American population whose age structure shows continuing and potentially oscillating changes in its age group distribution. The increased participation of women in the workforce and their promotional aspirations further complicate what were already complex societal problems resulting from the post-war baby boom. This variability in age group distribution leads not only to marked changes in community college enrollments, but also to major job and promotional difficulties, and finally, to possible changes in retirement patterns for current and prospective graduates. For demographic reasons, those born at the end of the post-war baby boom and in the mid- and late 1960's are likely to find themselves particularly disadvantaged with respect to career development and job promotion. Governmental fiscal policies, transnational corporations, and third-world development patterns are likely to have a major impact on the career prospects of this group. An examination of these three factors provides an insight into the future working world that suggests general directions in which student and program resources might be reallocated, and, in particular, some general education courses that might be developed. Such courses might be in the areas of future studies, cope-ability development, and personal growth and development. (Author/AYC)

ED 180 570 JC 800 092

Moore, George R. Woodnutt, Tom

Chemeketa's Accountability Defined: A Study of the Costs and Benefits of Nine Vocational-Technical Programs.

Chemeketa Community Coll., Salem, Oreg.

Pub Date-Jan 79

Note-196p.

Pub Type- Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Community Colleges, *Cost Effectiveness, Dropout Attitudes, Dropout Research, Early Childhood Education, Educational Accountability, Educational Benefits, Educational Economics, Employer Attitudes, Fire Science Education, Forestry, Graduate Surveys, Health Occupations Education, Job Skills, *Junior Colleges, Machine Tool Operators, *Mathematical Models, Nursing, Participant Satisfaction, Program Effectiveness, *Program Evaluation, Programing, Questionnaires, Surveys, *Vocational Education, *Vocational Followup

Identifiers-Well Drilling

The purpose of this report is to present the background and findings of a study conducted at Chemeketa Community College (CCC) during 1978-79 in which survey information gathered from former students and their employers was applied to a cost-benefit model to determine the usefulness of nine vocational programs. These programs were early childhood education, computer programming, fire science, forest technology, forest products, machine shop, medical assisting, nursing, and well drilling. After defining the place of the cost-benefit study within CCC's overall Program Improvement Plan, the report summarizes the data gathered from Spring 1978 graduates. Age, characteristics, employment status, sources and amounts of financial aid, and perceptions of non-economic benefits are provided for graduates of each program. The report then outlines the findings related to non-graduating students who began programs in 1976, in terms of their educational objectives, reasons for leaving, attitudes toward CCC, employment/educational status, and perceptions of non-economic benefits of program participation. Employers' attitudes toward the job skills of graduates are then presented, followed by an explanation of the cost-benefit model, in which a matrix summarizing instructor cost per course and student was used along with survey findings to provide cost-benefit ratios for each of the program areas. (JP)

McCuen, John T. Erickson, Lowell J.

The LACCD Student: Who, Where, Why, & How.

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

Pub Date-Jul 79

Note-79p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Aspiration, Child Development Centers, College Preparation, Community Colleges, Income, Junior Colleges, *Junior College Students, Marital Status, Multicampus Districts, Occupational Aspiration, *Participant Satisfaction, Program Evaluation, Student Attitudes, *Student Characteristics, Student Employment, Student Personnel Services, Student Transportation, Surveys, Tuition

Identifiers-California (Los Angeles County), Student Objectives

A survey of 7% of all students attending classes in the Los Angeles Community College District during Fall, 1978, was conducted to determine educational and career goals and interests, levels of college preparation, commuting patterns, employment while attending college, personal or parental income, attitudes toward tuition, marital status, interest in child development centers, and evaluation of college services. Major findings, based on responses of over 8,500 students, indicated that: (1) the most cited reason for attending college was to develop occupational or technical skills; (2) proximity of college to home was the most important reason for selecting a particular district college; (3) business and secretarial courses attracted the most interest among students (4) 32% of the respondents indicated the bachelor's degree as their highest academic goal; (5) 51% did not take college preparatory courses in high school; (6) 77% used a car to commute to school; (7) 80% worked full- or part-time while attending college; (8) of those who indicated a parental income, 52% reported an annual income over $15,000; (9) of those reporting personal incomes, 52% had annual earnings under $4,000; and (10) teaching received the highest rating of any college service. The survey report includes data tables and discussions for each question and compares results of 1976 and 1978 surveys. (JP)

ED 180 572 JC 800 099

Hill, Andrew

Science Education in Two-Year Colleges: Sociology.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Feb 80
Grant-NSF-SED-77-18477
Note-57p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Class Size, College Curriculum, Community Colleges, Course Objectives, *Courses, Curriculum Development, Curriculum Problems, *Curriculum Research, Grading, Instructional Materials, Instructional Media, *Junior Colleges, Literature Reviews, National Surveys, Program Evaluation, Questionnaires, Science Curriculum, Science Instruction, *Sociology, Teaching Methods, Testing, Transfer Programs

Sociology education at two-year colleges is examined as revealed in a study of science education conducted by the Center for the Study of Community Colleges that involved: (1) a review of the literature, (2) an examination of catalogs and class schedules from 175 institutions nationwide, and (3) a survey of 94 sociology instructors. The report first analyzes the literature dealing with sociology curricula, pointing to the need for community college sociologists to provide differing streams of instruction for traditional transfer students and non-major, non-transfer students. Curriculum data gathered from the catalogs and schedules are then presented, revealing that while sociology accounts for only 4% of all science courses offered, 100% of the colleges list at least one sociology course. General principle courses are the most widely offered, followed by general social problems, marriage and family, specific social problems, sociology of groups, and general theory. The report then considers sociology instruction as revealed in the literature and the instructor survey. Areas discussed in this section include instructional goals and objectives, class size, teaching methodology, classroom activities, reading materials, testing and grading, faculty experience and workload, and use of media. Data tables, a bibliography, and the survey instrument are included. (JP)

ED 180 573 JC 800 100

Reap, Margaret C.
Student Information System TEX-SIS.
North Harris County Coll., Houston, Tex.

Pub Date-May 79
Note-26p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Aspiration, *Adult Students, Adult Vocational Education, *College Graduates, Community Colleges, Dropout Attitudes, Dropout Research, *Dropouts, Graduate Surveys, Institutional Research, Job Satisfaction, *Junior Colleges, Junior College Students, Persistence, Student Characteristics, Student Employment, *Surveys, *Transfer Students, Vocational Education, Vocational Followup
Identifiers-Project FOLLOW UP, Texas Student Followup Information Systems, *Tex SIS Followup Services

Findings are presented for each of five surveys conducted by North Harris County College using the Texas Student Information System (TEX-SIS). The report first presents and discusses the results of an educational intent survey, based on responses from approximately 7,395 students registered in credit hour courses during 1977-78. Results of a student withdrawal study are then provided, based on responses from 1,849 students who withdrew from courses during 1976-77 and 1977-78. Next, a summary is included of survey responses of 876 students who attended credit courses in Fall 1976, Spring 1977, and Fall 1977, but who did not enroll in the semester immediately following. Follow-up data gathered from 213 students who graduated between 1975 and 1978 are then discussed, delineating occupational/educational status and graduates' assessment of their college experience. Survey responses from 292 continuing education students are then analyzed. Additionally, a transfer student report is included that displays the schools attended by graduates and non-returning students and their major fields of study. Finally, TEX-SIS publications are cited that provide statewide, composite data in the same areas. (JP)

ED 180 574 PS 010 066

Lindner, Charles

In the Best Interests of the Child: Social Work in the Family Court.

Federation of Protestant Welfare Agencies, New York, N.Y.

Pub Date-Apr 78

Note-68p.; A manual based on a series of FPWA Seminars in 1976-77 to promote the effectiveness of social workers appearing in the family court

Available from-Federation of Protestant Welfare Agencies, Education and Training Department, 281 Park Avenue South, New York, NY 10010 (Paper, $3.00)

Pub Type- Information Analyses (070) - Guides - General (050)

Document Not Available from EDRS.

Descriptors-Adoption, Confidentiality, *Court Role, *Courts, Delinquency, Foster Children, Hearings, Juvenile Courts, Laws, *Legal Education, Manuals, Marriage, *Social Workers

Identifiers-*Family Courts

This manual was designed to familiarize social workers with the dramatically restructured family court practices in order to prepare them for a family court appearance. Chapter I presents a brief history of the family court and describes such aspects of the family court as confidentiality of proceedings, impact of a court record on the individual, participants in the court process, court flow, custody and detention of juveniles, fingerprinting in juvenile delinquency proceedings, and filing of case records. Chapter II summarizes the laws pertaining to family court jurisdiction and describes proceedings for the following areas: (1) support, (2) paternity, (3) permanent termination of parental rights, (4) adoption, (5) custody, (6) guardianship, (7) juvenile delinquency, (8) person in need of supervision, (9) marriage application, (10) family offense, (11) conciliation, (12) child protection, (13) handicap, (14) material witness, and (15) non-court placement of children (foster care). Chapter III outlines family court procedures such as probation intake, court intake hearings, fact-finding hearings, dispositional hearings, appeals, and foster-care review hearings. Chapter IV describes the resources available to the court at disposition, including the probation investigation, probation supervision, and auxiliary court services. Chapter V discusses the role of the social worker as a witness, the differences between direct questioning and cross-examination, courtroom conventions and decorum, and the other roles of the social worker in the family court. A glossary of related legal terms is appended. (JMB)

ED 180 575 PS 010 374

Morrissey, W. J. Delgado, Niki

A Review of Recent Literature Pertaining to Fine Motor Control Training.

New Mexico State Univ., Las Cruces.
Pub Date-Aug 78
Note-22p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Evaluation, *Handicapped Children, Literature Reviews, Motor Development, Movement Education, *Perceptual Motor Coordination, *Perceptual Motor Learning, Preschool Education, *Psychomotor Skills, *Training Techniques
Identifiers-Fine Motor Control

This paper reviews recent literature in the field of fine motor control and training, its theory, practice, and evaluation. The paper is organized into sections dealing with (1) definitions, (2) motor learning in general for developmentally normal and handicapped persons, (3) training methods and concepts, (4) evaluation, (5) other areas, (6) general discussions, and (7) references. It is noted that the inconclusive findings of much of the reported research spotlights the need for considerable additional research effort in many areas. (Author/MP)

ED 180 576 PS 010 525

Adcock, Don Segal, Marilyn

Two-Years-Old Social Competence.

Nova Univ., Fort Lauderdale, Fla. Inst. for Child Centered Education.

Pub Date-79

Note-64p.; For abstract to related document, see PS 010 526

Available from-B.L. Winch and Associates, 45 Hitching Post Dr., Building 2, Rolling Hills Estates, CA 90274 ($5.95, plus $1.50 shipping per order)

Pub Type- Guides - General (050) - Reports - General (140)

Document Not Available from EDRS.

Descriptors-Behavior Patterns, Childhood Friendship, *Child Rearing, Conflict Resolution, Group Experience, Guides, Infants, *Interpersonal Competence, *Parent Child Relationship, Peer Relationship, Play, *Preschool Children, Siblings, *Social Behavior, *Social Development, Social Relations

This guide for parents discusses social competence in 2-year-old children, drawing upon anecdotal data to provide a sampling of 2-year-old children's social behavior and their parents' child rearing techniques. The data were collected from questionnaires, telephone interviews, and home visits in a 12-month study of the interactions of 86 2-year-olds and their families. Chapter I deals with aspects of everyday living such as ways of avoiding conflict; ways of resolving conflict; daily routines; dressing; washing up; housework; toilet training; and sleep time. In Chapter II, playing with siblings, playing with friends, styles of playing, and group experience are examined. Chapter III focuses on the child's increased awareness, including self-awareness, relating to others within and beyond the immediate family, and new discoveries. Throughout the guide, photographs are used liberally to illustrate the text. (JMB)

ED 180 577 PS 010 526

Adcock, Don Segal, Marilyn

Two-Years-Old Play and Learning.

Nova Univ., Fort Lauderdale, Fla. Inst. for Child Centered Education.

Pub Date-79

Note-81p.; For abstract to related document, see PS 010 525

Available from-B.L. Winch and Associates, 45 Hitching Post Dr., Building 2, Rolling Hills Estates, CA 90274 ($6.95 plus $1.50 shipping per order)

Pub Type- Reports - General (140) - Guides - General (050)

Document Not Available from EDRS.

Descriptors-*Child Language, *Discovery Learning, *Discovery Processes, *Imagination, Infant Behavior, Infants, Language Development, Parent Child Relationship, *Play, *Preschool Children, Pretend Play

This guide for parents discusses social competence in 2-year-old children, drawing upon anecdotal data to provide a sampling of 2-year-old children's social behavior and their parents' child rearing techniques. The data were collected from questionnaires, telephone interviews, and home visits in a 12-month study of the interactions of 86 2-year-olds and their families. Chapter I discusses the various ways in which 2-year-olds explore their environment: visual exploration, manipulation of various kinds, early efforts at drawing and building, and explorations with movement. Chapter II describes different styles of pretending and explores the role of the adult in encouraging imaginative play. Chapter III describes three major facets of early language development: learning to listen, learning to speak and learning to converse. Throughout the chapter, suggestions are made for enhancing language development. Many illustrative photographs are included in each chapter of the guide. (Author/MP)

ED 180 578 PS 010 609

Landau, Genevieve Millet
Play for Your Life: The Stakes are Survival.
Hasbro Center for Child Development and Education, New York, N.Y.
Pub Date-3 May 79
Note-12p.; Paper presented at the Hasbro-Loyola Play Conference (New York, NY, May 3, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Changing Attitudes, Childhood, *Children, *Play, Problem Solving, *Role Models, Social Attitudes, Social Change, *Work Attitudes
Identifiers-*Deep Play

Work and play are parts of the same whole and the detachment of the notion of effort from the idea of play has had confusing and dangerous consequences dangerous, because the opportunities for children to engage in vital, self-selected play have been diminished in our society. This has been done partly through deliberate, conscious choice on the part of the adults who govern children's lives, and partly as a consequence of the structure of contemporary society, which increasingly distances children from the natural sources of their imaginative play; from knowledge and experience of their parents' work and of the general world of work; from the institutions, services, and organizations of society. Thus children today lack sufficient models for make-believe individual and social play. The first significant misunderstanding of what play is and does came into being with the emergence of the notion of childhood as a developmental stage during which the child learns through preparation how to take his or her proper place as an adult in the world of work and family life. With these changes and others, children's play was gradually shaped to emphasize the virtues of prudence, frugality, piety, and work. Now, more than ever, due to the rapid rate of social change we need to encourage opportunities to engage in the kind of play which promotes problem-solving and adaptive capacities and to emphasize less programs and tools designed to develop specific, morally approved capacities and skills. (Author/SS)

Jones, Elizabeth Prescott, Elizabeth

Dimensions of Teaching Learning Environments. II. Focus on Day Care.

Pacific Oaks Coll., Pasadena, Calif.
Pub Date-78
Note-49p.; For resume to Part I, see ED 120 268
Available from-Pacific Oaks College, 5 Westmoreland Place, Pasadena, CA 91103 ($3.00)
Pub Type- Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adjustment (to Environment), Child Responsibility, *Class Management, Classroom Arrangement, Classroom Materials, Complexity Level, *Day Care Programs, Early Childhood Education, *Educational Environment, Educational Equipment, Learning Activities, Play, *Preschool Learning, *Preschool Programs, Teacher Responsibility

The experiences of one non-profit day care center are used as illustrative material in this discussion of preschool teaching-learning environments. Chapter 1 introduces the volume with a brief argument stressing the importance of play in the preschool. Chapter 2 describes the problems at a non-profit day care center and presents staff dialogue from some of the initial problem solving sessions after the arrival of a new director. Chapters 3 through 7 discuss specific dimensions of the preschool teaching-learning environment including: (1) responsiveness of the environment, especially on a sensuous/tactile level; (2) degree to which children as opposed to teachers make choices; (3) level of complexity in equipment, materials, and activities; (4) balance of seclusion and intrusion; and (5) proportion of large muscle, high mobility to small muscle, sedentary activities. Chapters 8 and 9 look at thrivers and non-thrivers among preschool children and teachers. (JMB)

ED 180 580 PS 010 856

Partridge, Susan
Metalinguistics and Early Schooling.
Pub Date-79
Note-14p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Children, Cultural Factors, *Language Development, *Language Instruction, *Reading Processes, *Word Recognition
Identifiers-*Metalinguistic Awareness

The importance of metalinguistic awareness in early language learning and reading is stressed. It is reported that a number of studies support the contention that many children beginning first grade do not segment language into conventional words in either the auditory or the visual mode. Thus, it is suggested, instructional demands are often beyond the metalinguistic awareness of children. Suggestions are offered for helping children to develop these skills. (Author/SS)

ED 180 581 PS 010 872

Ellis, June, Ed.

West African Families in Britain: A Meeting of Two Cultures.

Pub Date-78
Note-142p.
Available from-Routledge & Kegan Paul Ltd., Ayer Building, Lawrence, MA 01843 ($15.50)
Pub Type- Books (010) - Collected Works - General (020) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Child Care, *Child Rearing, College Students, *Cultural Background, Cultural Differences, Foreign Countries, *Foreign Students, *Foster Children, Higher Education, Legislation, Social Workers, *Student Problems
Identifiers-*England, Ghana, Nigeria, *West Africa

This book discusses the particular social work needs of West African foreign students and their families in Britain. These needs are elucidated by reference to aspects of traditional West African society, with special attention given to the extended family, to its importance in the lives of individuals, and to the major part it plays in the socialization of children. Problems stemming from cultural differences are discussed and the readiness of West Africans to turn to fostering (placement in foster homes), almost inevitably private fostering, are explained. The authors give detailed coverage of fostering, including the complexities of the legal provisions and the dangers of long-term fostering. It is argued that the 1975 Children Act, which strengthens the position of foster parents vis-a-vis natural parents, could undermine the security of some West African foster children. Suggestions are made for effective social work, including the need for a greater understanding of West African society by social workers. (Author/SS)

ED 180 582 PS 010 888

Kakar, Sudhir

The Inner World: A Psycho-analytic Study of Childhood and Society in India.

Pub Date-78
Note-213p.
Available from-Oxford University Press, 200 Madison Avenue, New York, N.Y. 10016 ($9.50)
Pub Type- Books (010)

Document Not Available from EDRS.

Descriptors-Caste, Children, Cultural Background, Cultural Differences, Cultural Images, *Cultural Traits, Fathers, Foreign Countries, *Indians, Individual Development, Mothers, *Parent Child Relationship, Personality Development, Psychiatry, *Psychological Characteristics, *Self Concept, Sex Differences, *Social Change, Social Development
Identifiers-Erikson (Erik), Hindus, *India, Patriarchy

This book explores the developmental significance of Hindu infancy and childhood, and its influence on Indian identity formation. Drawing upon anthropological evidence, life-historical and clinical data, mythology and folklore, the investigation encompasses collective fantasy as well as the daily worlds of Hindu social organization in search of the psycho-social foundations of the Hindu inner world. The emphasis throughout is on the mutual reinforcement of psyche and culture, in the sense that within a given cultural and social order, particular psychological themes become internalized in the individual psyche and then are projected back onto the culture's institutions and social forms, thereby being perpetuated from generation to generation. Chapter I outlines the author's aims and methods and discusses the relationship between culture and personality. Chapter II focuses on dimensions of the Hindu world image. The theme of fusion, the notion of life task, and ideas of time and destiny are explored. Chapter III describes feminine identity in India, images of the good and the bad mother, and the origins of identity in a patriarchal culture. Chapter IV delineates the psycho-social matrix of childhood. The inner world in culture and history is traced in Chapter V. Chapter VI, the conclusion, presents reflections on childhood and social change. (Author/RH)

Yamamoto, Kaoru, Ed.
Children in Time and Space.
Pub Date-79
Note-208p.
Available from-Teachers College, Columbia University, New York, NY 10027 (Paper, $7.95)
Pub Type- Books (010) - Opinion Papers (120)
Document Not Available from EDRS.

Descriptors-Age Differences, *Children, Classroom Environment, *Cognitive Development, Cultural Images, Educational Experience, *Experience, Maladjustment, *Perception, Power Structure, School Environment, School Space, Self Concept, *Space, Space Utilization, Stress Variables, Student Attitudes, Teacher Attitudes, *Time
Identifiers-Hidden Curriculum, Rituals

This collection of articles invites parents, teachers and other helping professionals to take a new look at the familiar human experiences of time and space. Chapters I, II and III provide systematic analyses of these fundamental phenomena. Chapter I focuses on cultural differences in the experience of time and space. Chapter II describes children's images of space and time as seen in their verbal expressions and art. Chapter III contrasts normal and pathological experiences of space and time. Chapter IV provides an informal discussion of children in time and space and is recommended as a starting point for readers who have not yet given much thought to the concepts. Chapters V, VI and VII are concerned with practical applications. Chapter V discloses a hidden curriculum of classroom rituals for controlling time, space and resources. Chapter VI shows the ways in which space and time in schools are defined and limited most often by authority figures. Chapter VII, in conclusion, explores conceptions of time, describes time as experienced by persons differing in age, and provides guides for enhancing children's understanding of time. (Author/RH)

ED 180 584 PS 010 893

Wolfgang, Charles And Others

Needs Assessment Study for Franklin County Welfare Department Social Services.

Ohio State Univ., Columbus.

Pub Date-77

Note-511p.

Pub Type- Reports - Research (143)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors-Administrator Attitudes, *Child Care Centers, Child Care Workers, *Day Care Services, *Family Day Care, *Needs Assessment, Parent Attitudes, Problems, Teacher Attitudes

Identifiers-Ohio (Franklin County), *Recommendations

This needs assessment study was undertaken to identify the needs and problems of home day care and center day care providers, parents, and Welfare Department Specialists and Certification Staff in Franklin County, Ohio. Data were collected in two parts using the Perceived Problem Survey Study Model. Subjects were interviewed or surveyed using the My Biggest Problem Inventory in order to generate a data bank of gross problems faced by providers, users, or evaluators of care. These problems were then reduced to a list of non-overlapping problem statements. Using these problem statements, a check list was developed for each group of subjects on which subjects were asked to rank the frequency of each problem and their level of concern about it on a five point scale. Detailed analyses of each group's responses are presented, with separate chapters devoted to: (1) day care center teachers' problems, (2) day care center teachers' problems with regard to infants/toddlers, (3) day care center teachers' problems with regard to school age children and adolescents, (4) center directors' problems, (5) home day care providers' problems, (6) Franklin County Welfare Department Specialists' problems, (7) parents' problems with center based care, and (8) parents' problems with home based day care. Recommendations made throughout the report are summarized in the final chapter. A large proportion of this report consists of data in tabular form. (JMB)

ED 180 585 PS 010 896

Felker, Evelyn H.

Foster Parenting Young Children: Guidelines from a Foster Parent.

Child Welfare League of America, Inc., New York, N.Y.
Pub Date-74
Note-85p.
Available from-Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003 (Publication No. F-51, Paper, $3.50)
Pub Type- Guides - General (050)

Document Not Available from EDRS.

Descriptors-*Agency Role, Caseworker Approach, Coping, Discipline, *Foster Children, *Foster Family, *Foster Homes, *Guidelines, *Parent Role, Personal Growth, Responsibility, Self Evaluation

This book, written by an experienced foster parent, discusses the unique experience of being a foster parent and presents practical guidelines for foster parents. The first section focuses on the foster child and contains chapters on self-assessment to determine foster parenting potential, welcoming the foster child, coping with problems, and discipline. The second section examines the agency role with chapters on the job of the caseworker and on sharing responsibility. The third section contains chapters on the relationship between the child's parents and foster parents and on parental visits. The final section looks at growing through foster parenting with chapters on personal and family growth and on foster parents and the foster care program. A list of the responsibilities and obligations of the foster parents and of the agency is appended. (JMB)

ED 180 586 PS 010 935

Hepworth, H. Philip

Trends in Foster Care and Adoption: Canadian Child Welfare Services 1959-1977.

Pub Date-Oct 78
Note-32p.; Paper presented at the Conference of the Canadian Association for Young Children (Winnipeg, Manitoba, October 12-15, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Reports - Research (143).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adoption, *Birth Rate, Child Welfare, Demography, Foreign Countries, *Foster Children, Public Policy, *Social Change, Social Problems, *Sociocultural Patterns, Tables (Data), *Welfare Services
Identifiers-*Canada

This paper summarizes findings of a baseline study of Canadian child welfare services and provides a critique of current social policy in Canada. Presently, Canadians have the largest number ever of 15 to 19 year olds (n 2,369,000). This record number of children born in the late 1950s and early 1960s is likely to affect the number of births in the near future. At the same time an increasing number of children over 15 years of age are receiving welfare service. The pressure of demand from this adolescent age group may lead to an overestimation of the degree of emotional disturbance among the adolescents in care. Adoptions, while more frequent than before, are now less supervised. The total number of children in any one generation in contact with child welfare services is very large and indicates a major child care problem in Canada. Although institutions are notoriously resistant to change, Canadians have to break down many traditions of specialization and compartmentalization, if children are to be cared for properly. Canadians should be engaging in a major debate about the so-called welfare state. A major responsibility of those concerned with the provision of social services is to point out to governments the social and demographic realities of society. Provisional statistical data concerning foster care and adoption are appended. (Author/RH)

Hepworth, H. Philip

The How, Why and What of Child Welfare Services.

Pub Date-Jun 79
Note-20p.; Paper presented at the Annual Conference of the Canadian Association of Schools of Social Work (Saskatoon, Canada, June 4-7, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adoption, Child Abuse, *Child Welfare, *Demography, Foreign Countries, Foster Homes, *National Surveys, Neglected Children, *Prevention, Residential Care, *Welfare Services
Identifiers-*Canada

This paper reports findings of a retrospective longitudinal reconstruction of child welfare service activities in Canada. The first section discusses demographic developments and the child welfare services. It is reported that the increase in the number of children in care in the 20-year period from 1940 to 1960 was to some extent a reflection of the general growth in the child population, and that while developments after 1959 continued earlier growth trends in the welfare services, the number of births declined. Subsequent sections of the paper discuss residential care, foster care and adoption services. The following trends in these services are noted: residential care has increased; foster homes took most children entering care during the 1960's and early 1970's; the average age of children in care has tended to rise; adoptions by stepparents and relatives have become numerically most important. The final section discusses prevention and protection services. It is reported that children receiving protection services appear to come from larger families. Parental failure, neglect, desertion, illness and inability to provide treatment, education and training are said to be the main factors leading to the need for preventive and protective services. Traditional child welfare services are described as an after the fact, rescue service. Preventive services, as presently provided, are said to involve risks for children. It is suggested that policies and programs which address the immediate issue of family breakdown are needed. (Author/RH)

Hepworth, H. Philip

Canada's Social Orphans: A Summary of the Development and Findings of a Baseline Study of Canadian Child Welfare Services 1959-1977.

Pub Date-Feb 79

Note-23p.; Paper presented to members of the University of Manitoba School of Social Work and the Manitoba Association of Social Workers (March 1-2, 1979)

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Welfare, *Demography, Foreign Countries, *National Surveys, Research Methodology, *Research Problems, *Social Change, Social Problems, *Welfare Services

Identifiers-*Canada

This paper provides a summary of a baseline study of Canadian child welfare services from 1959 to 1977. The nation-wide study relates main trends in the services to a background of demographic, social, legislative and organizational change. Progress of the research project is outlined to illustrate some of the constraints on research in Canada at the present time. Research methodology is described and justified. The only approach that seemed likely to address important policy questions was a basic information gathering exercise. The impact of legislative and social changes on provision of child welfare services was considered in the study. The period since 1959 has been one of unprecedented change for Canada. Child welfare services have expanded and have increased the level of their activities. Trends appear to indicate that the increase in number of admissions and children in care up to 1971 can be explained in terms of both population growth and service expansion. Since 1971, the continued increase in number served and activity level is a reflection of the expansion of service only. Proportionately more children are entering care for reasons of protection and parental neglect. Criteria of neglect recently may have been made more rigorous. In conclusion, social policy issues and questions are raised. (Author/RH)

ED 180 589 PS 010 938

Hepworth, H. Philip

The Child and Social Policy in Canada.

Pub Date-21 Mar 79
Note-19p.; Paper presented at the Cypress Lectures 1978-1979 (Swift Current, Saskatchewan, Canada, March 21, 1979)
Pub Type- Opinion Papers (120) · Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Abuse, *Child Welfare, *Demography, Early Childhood Education, Ethnic Groups, Family (Sociological Unit), Foreign Countries, Neglected Children, Program Development, *Public Policy, *Social Change, *Social Problems
Identifiers-*Canada, International Year of the Child

Social policy for child welfare in Canada should be tested in terms of what it does to support the integrity of the family. The Canadian family in recent years has changed as infant morality rates have fallen, and as the number of illegitimate births, marriages, divorces, and women working has increased. Although the child population as a whole has declined, it is predicted that a new baby boom will emerge during the next 10 to 15 years. In the past, policy-makers and politicians have often not responded adequately to major social changes. With more children at risk than before child welfare services generally have expanded to meet new demands, but some provinces, for political reasons, did not expand services. There is a tendency among some Canadians to resist or reverse the growth of social services and the social changes of the past two decades. There has been also considerable reluctance among Canadians to implement programs in observance of the International Year of the Child although there are many disadvantaged children in Canada. At this time Canadians should commit themselves to planning for social reconstruction. A strong argument can be made for putting emphasis on the problems and needs of early childhood. The needs of children are crucial issues for public debate and policy-making. (Author/RH)

ED 180 590 PS 010 939

Hepworth, H. Philip
The Social Construction of Child Abuse.
Pub Date-Sep 79
Note-14p.; Paper presented at the Annual Conference Retreat of Lutheran Pastors of the Saskatoon Conference (Kinasao, Saskatchewan, September 5-7, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Abuse, Data, *Definitions, Foreign Countries, *Intervention, *Neglected Children, Parent Child Relationship, *Research Needs, Social Environment, Welfare Problems
Identifiers-*Canada

Child abuse, a new name for cruelty to children, is a social phenomenon and not a purely psychological one. Historically, most definitions of child abuse have emphasized physical injury to the very young child. The term should be expanded to include children of all ages and to include sexual and psychological as well as physical abuse. The current focus on child abuse has come about partly as a result of the large post-war child population, increased access to medical specialists with improved techniques, and legislation requiring or recommending that suspected cases of abuse be reported to authorities. In the United States, child abuse legislation was implemented with unusual rapidity. Canadian provinces followed suit and the concern about child abuse spread to other countries. It is not clear how much of this problem can be solved by intervention at a societal level. Certainly, educational interventions should not be restricted to the prevention of conception, but should be long-term, inter-generational, and an institutionalized part of social, educational and health programs. Physical punishment of children should be outlawed. Interventions designed on the basis of inconsistent abuse registry data may be misdirected. Provision of preventive child support services throughout early childhood is advised. (Author/RH)

ED 180 591 PS 010 943

Bussard, Ellen
Community School Centers: A Report From EFL.
Educational Facilities Labs., Inc., New York, N.Y.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.
Pub Date-Feb 79
Note-141p.
Available from-Educational Facilities Laboratories, 850 Third Avenue, New York, NY 10022 ($5.00)
Pub Type- Reports - Descriptive (141) - Books (010)
Document Not Available from EDRS.
Descriptors-*Building Design, Community Resources, Community Services, Financial Support, Interagency Cooperation, *Management, *Neighborhood Centers, Organization, *Planning, Program Development, *School Community Cooperation, School Space, *Social Services, Space Utilization

This book examines community school centers as a phenomenon of national importance to the coordinated delivery of social services, better use of public resources, and revitalization of community life. Chapter I outlines the issues which should be considered in planning community school centers, analyzes alternative strategies and solutions, and describes common pitfalls which may be encountered. Chapter II examines a variety of strategies that have been developed for managing community school centers and focuses on four aspects of management: setting up an organizational structure that establishes relationships among participants; making the structure work; managing the center's facilities; and funding the administration, programs, and maintenance. Chapter III examines the development and substance of the building program, issues related to site selection and development, and overall building design strategies. It also examines particularly important design details of which the programming committee and the architect should be aware. Motivation of constituent groups, planning for reuse, and methods of sharing space and administering centers in reused school space, are discussed in Chapter IV. Also included in this chapter are fifteen case studies covering a broad range of centers located in surplus school space. The final chapter is a compendium of resources on community school centers. It includes an annotated list of readings, organizations, and centers. (Author/MP)

Bar-Tal, Daniel

Further Evidence Regarding the Sequential Development of Helping Behavior.

Pub Date-Jun 79
Note-33p.; Paper presented at the Biennial Conference of the International Society for the Study of Behavior Development (Lund, Sweden, June, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Differences, *Altruism, Behavior Change, *Behavior Development, Childhood Attitudes, *Developmental Stages, *Elementary School Students, Foreign Countries, *Helping Relationship, Interpersonal Relationship, Kindergarten Children, Motivation, Peer Relationship, *Prosocial Behavior
Identifiers-Israel (Tel Aviv)

Three experiments involving 345 children aged 5-6, 7-8, and 12-13 were performed to investigate the development of children's motives to help. Two experimental paradigms were developed to determine children's motives for helping behavior in a specific behavioral context. In the first paradigm, situations were created in which children had the opportunity to help. Each situation consisted of specific conditions for the performance of the helping act which reflected the motive to help. The situations were arranged in a regressive order; the child who did not help in the situation reflecting an advanced motive (e.g. altruistic), had the opportunity to do so in another situation which reflected a less advanced motive (e.g. to gain social reward). In the second paradigm, the situations were also structured in such a way that the condition of each situation reflected the motives as to why the child helped, but each child was placed only in one experimental situation. The first two experiments were performed using the first paradigm and the third one was performed using the second paradigm. The results of all three experiments indicate that the quality of the helping behavior changes with age; the older the children, the more they helped under both altruistic and normative conditions. These results support the contention that helping behavior develops sequentially. (Author/MP)

Musick, Judith S.; And Others

Interactional Patterns of Schizophrenic, Depressed and Well Mothers and Their Young Children.

Pub Date-Sep 79
Note-25p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Depression (Psychology), Infant Behavior, Infants, *Interaction Process Analysis, *Mothers, *Parent Child Relationship, Play, *Preschool Children, *Psychopathology, Rating Scales, *Risk, Schizophrenia

This study analyzes the interaction patterns and behavioral characteristics of mentally ill and well mothers and their young children. The children were between 1 and 4 years of age. The group of mentally ill mothers was comprised of 18 schizophrenic and psychotically depressed women each with a history of at least one psychiatric hospitalization. The well mothers were matched with two experimental groups (one receiving treatment in the home and the other receiving treatment in a special clinic program) on six variables: age and sex of youngest child, mothers age and marital status, race and socioeconomic status. The data were obtained prior to intervention from behavioral analyses of 72 five-minute videotaped sequences of feeding and unstructured play of each mother-child pair. Significant differences between the well and mentally ill mothers were found in only six of the 25 feeding categories and six of the 25 unstructured play categories. Only two of these 12 variables were significant in both feeding and unstructured play: consistency of maternal behavior over 5 minute segment, and amount of contact (touching, holding, gazing). The most significant difference between groups was found on the dyadic variable of reciprocity during feeding. The dyadic interaction of the mentally ill mothers and their children was characterized by fewer attempts by the mother to understand the child or to respond to the child's cues. (Author/SS)

ED 180 594 PS 011 019

Ogletree, Earl J.

Speech and Language Acquisition: The First Three Years.

Pub Date- 75
Note-28p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Development, Children, *Developmental Psychology, Developmental Stages, Infants, *Language Development, Models, Motor Development, Neurology, *Physiology, *Theories, *Thought Processes
Identifiers-*Konig (Karl), Steiner (Rudolf)

This paper describes the development of the senses of speech and thought and identifies the physical organs associated with those senses. The child's word sense is born only after the development of the ability to walk. From direct experience, communicated to them by the speech sense, children know that words are different from any other sounds that reach them. Then, both sound and gesture are used interchangeably. Subsequently, the sphere of word understanding is opened. The neurological basis of the sense of speech is the pyramidal system which extends from the cortex via the spinal cord to single muscles. Motor control, the gesture that does not express itself, is the basis of word sense. After the pyramidal nervous system is released from the motor muscle system associated with walking, it takes on the function of a sense organ which absorbs sounds of speech from the environment through the process of resonance or osmosis. Now the thought sense unfolds. The vagus nerve, with all of its branches passing through the whole living organism, is the organ of the sense of thought. At the larynx the sense of speech is connected to the sense of thought. The muscles gradually come under the domination of the speaking personality and the word images stream through the corresponding nerves into the whole autonomic nervous system. (Author/RH)

ED 180 595 PS 011 026

Busch, Nancy Ann Peters, Donald L.

Parental Development in First-Time Mothers of Handicapped, At-Risk and Normal Children. Final Report, July 1, 1978 through August 31, 1979.

Pennsylvania State Univ., University Park. Coll. of Human Development.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-1 Nov 79

Grant-G007800005

Note-196p.; Pages 143 through 151 of the original document are copyrighted and therefore not available. They are not included in the pagination

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Anxiety, Beliefs, Changing Attitudes, *Comparative Analysis, Expectation, *Handicapped Children, *Infants, Mothers, Motivation, Neonates, *Parent Attitudes, Parent Role, Personality, Self Concept, *Socioeconomic Influences, *Special Health Problems

The two studies reported in this paper explored parental development in first-time mothers of handicapped, at-risk, and normal children. Measures of personality, motivation, belief system, knowledge of infant development, and anticipatory socialization (knowledge, beliefs or expectations of parenting) were used to examine differences between the groups of mothers and to assess the effects of socioeconomic status. Because the project used a short-term longitudinal design, intraindividual changes across time were also examined. The first study was designed to yield information about changes in first-time mothers during late pregnancy and the first few months of a child's life. Since the number of mothers of at-risk children in the first study was too small to provide a generalizable idea of the parents of handicapped children (N 6), the second study was included to provide a larger sample of mothers (N 42) and a control for repeated testing. Mothers in the second study began participation after the birth of their child. Results showed maternal changes across time in the variables of anxiety, self-sentiment, home parental sentiment, superego, knowledge and expectations. Differences in the means of the low- and middle-SES mothers were found for seven of the ten variables used. Mothers of normal and handicapped children were found to differ on career sentiment and expectations while mothers of at-risk and normal children showed very similar patterns of parental development. Other results are presented in detail and implications are discussed. Materials related to the administration of the study, information about the classification of handicaps and risk, and data in tabular form are appended. (JMB)

Katz, Lilian G., Ed. And Others

Current Topics in Early Childhood Education. Volume II.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0008
Note-290p.; For resume of Volume I, see ED 140 988
Available from-Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 ($19.95)
Pub Type- Books (010) - Information Analyses (070) - Collected Works - Proceedings (021)
Document Not Available from EDRS.
Descriptors-*Child Development, Comprehension, Day Care Services, *Developmental Psychology, Early Childhood Education, *Early Experience, Family Life, *Literature Reviews, Mainstreaming, Preschool Children, Preschool Education, Pretend Play, Program Effectiveness, *Program Evaluation, Questioning Techniques, Research Reviews (Publications), Story Telling
Identifiers-*Project Follow Through, *Project Head Start

The ten papers in this volume present integrative reviews, analyses and syntheses of research and development of current concern to early childhood educators. Four papers represent investigations and reports of programmatic or educational activities. House and Hutchins critically analyze Abt Associates' national evaluation of Project Follow Through. Karnes and Lee review data related to mainstreaming. O'Keefe synthesizes reports of the effects of Head Start on American families. Kilmer's chapter summarizes many studies of the effects of group care on very young children. The six papers from developmental psychology also address a range of topics reflecting current issues and concerns in the field of early childhood education. Goldhaber calls into question basic assumptions about the relationships between early experience and mature functioning. Takanishi shows how theories and assumptions about the nature of development might be applied in the design of evaluations of early childhood programs. Fein addresses the topic of play and indicates its value for intellectual development. Next, Sigel and Saunders analyze and describe question-asking behavior in the education of young children. Condry and Koslowski review research related to children's capacity for interest and related motivational variables. Finally, Stein summarizes research findings on children's understanding of stories in relation to developmental progression. (Author/RH)

ED 180 597 PS 011 062

Ogletree, Earl J.
Eurythmy: A Motoric and Artistic Method of Teaching Young Children.
Pub Date- 75
Note-34p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum, *Developmental Psychology, Elementary Secondary Education, Health, Learning Theories, *Movement Education, Music, Physical Development, *Relevance (Education), *Speech, *Theories
Identifiers-*Eurythmy, *Steiner (Rudolf), Waldorf Schools

This paper introduces a form of movement-therapy known as Eurythmy, an art of movement that expresses visibly the sounds of speech and the tones and intervals of music. Created by Rudolf Steiner in 1912, Eurythmy differs from other arts in its therapeutic value, educational applications, and the physiopsychological theory upon which it is based. Steiner's psychophysical concept of the human being delineates integral relationships among four bodies: the physical body, the growth or etheric body, the soul-personality or astral body, and the ego. Of these, the etheric is most relevant to speech and Eurythmy. All essential activities of humans draw their energy from the etheric body. Speech sounds are the product of etheric forces, and the air formations created by the spoken words are an image of the etheric forces that created them. Eurythmy is a method of controlled gross motor movement to stimulate the etheric forces. Formative laws underlying speech and music are carried over into the larger expressive movements of the arms and body. Each Eurythmy movement has a different therapeutic effect. The Eurythmy curriculum in the Steiner Schools (or Waldorf Schools) is adjusted to developmental stages with different exercises for each age level. (Author/RH)

ED 180 598 PS 011 070

Jones, Sandy

Parent Power!

Pub Date-Nov 79

Note-10p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 8-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Discussion Groups, *Emotional Problems, *Interpersonal Problems, *Parent Attitudes, Parent Counseling, *Parents, *Psychological Needs

Parents should admit and articulate their negative feelings about parenting, share feelings of suffering with other parents, and nurture each other. On the basis of a new shared understanding, parents can then organize and work to redefine the nurturing role and humanize society and its institutions so that they better meet human needs. Soell's three stages of suffering can be applied to parental experience: the progression from silent, submissive pain, to articulated pain, and then to shared pain and a feeling of solidarity. (SS)

ED 180 599 PS 011 072

Dombro, Amy Laura

Running and Swirling and Banging Into Walls: Autobiography of a Caregiver.

Pub Date-15 Apr 78
Note-77p.; Submitted in partial fulfillment of the requirement for Master's Degree, Bank Street College of Education
Pub Type- Opinion Papers (120) - Dissertations/Theses (040)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Child Care Workers, Early Childhood Education, Family Programs, Infants, *Interpersonal Relationship, *Parent School Relationship, Preschool Children, *Professional Development, *Staff Improvement

This autobiographical paper provides an account of the professional growth of a woman who worked as a Head Caregiver in a family center for children aged 6 months to 2 1/2 years. The paper contains observations and thoughts about children, staff interaction, parent-staff interaction, and staff development. An appendix provides samples of materials written for parents. (Author/RH)

ED 180 600 PS 011 073

Kindergarten in Georgia.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
Pub Date-79
Note-256p.; A sample plan for 1979-80 is included
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Communication Skills, Creative Art, *Curriculum Planning, Early Childhood Education, Educational Environment, Family School Relationship, *Formative Evaluation, Humanistic Education, *Informal Assessment, Intellectual Development, *Kindergarten, Physical Development, *Program Development, Science Education, *Screening Tests, Social Studies
Identifiers-*Georgia

This handbook provides teachers with suggestions for planning, implementing and evaluating programs for kindergarten children. Chapter I briefly outlines child development principles and program characteristics for the kindergarten. Chapter II discusses how teachers can create an environment for learning through scheduling, organizing the teaching process and the physical environment, providing learning centers, developing activity units, and providing for the needs of special children. Chapters III, IV, and V provide guides for promoting, respectively, the affective, physical and intellectual development of kindergarten children. Each chapter discusses goals, provides a child assessment checklist, suggests activities, indicates curriculum resources and contains a checklist for program evaluation. Chapter VI contains guides for increasing home-school communication. Chapter VII describes developmental screening for kindergarten and continuous child evaluation. Appendices provide criteria for evaluating screening and evaluation instruments, lists of instruments reviewed in the handbook, model letters and announcements, guides for teacher reports to other teachers or parents, definitions of exceptional children, and lists of resources for teachers. A Georgia State Department of Education form for an annual kindergarten plan is included in the handbook. (Author/RH)

ED 180 601 PS 011 074

Rovee-Collier, Carolyn K. And Others
Reactivation of Infant Memory.
Pub Date-79
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Conditioned Response, Conditioned Stimulus, Early Experience, *Infants, *Memory, Motor Reactions, Operant Conditioning, *Positive Reinforcement, Recall (Psychological), *Retention, Retention Studies, *Time Factors (Learning)
Identifiers-*Reinstatement

Three-month-old infants learned to activate a crib mobile by means of operant footkicks. Retention of the conditioned response was assessed in the presence of the nonmoving mobile. Although forgetting is typically complete after an 8-day retention interval, infants who received a reactivation treatment, a brief exposure to the reinforcer 24 hours prior to testing, showed no forgetting after retention intervals of either 2 or 4 weeks. Further, the forgetting function following reactivation did not differ from the original forgetting function. These experiments demonstrate (1) that "reactivation" or "reinstatement" is an effective mechanism by which early experiences can be maintained over lengthy intervals; and (2) that memory deficits in infants are best viewed as retrieval deficits. (Author)

ED 180 602 PS 011 078

Magne, Docent Olof And Others
School-Home-Leisure. Project No. 2064. School Newsletter Research.
Lund Univ. (Sweden). Dept. of Education.; School of Education, Malmo (Sweden).
Pub Date-Sep 79
Note-19p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cooperative Programs, *Elementary Education, Evaluation Methods, *Family School Relationship, Foreign Countries, *Interinstitutional Cooperation, *School Community Cooperation, Staff Orientation
Identifiers-*Sweden

This project report points out problems and possibilities of mandated educational reform in Sweden. The School-Home-Leisure (SHL) Project was designed to investigate problems within the traditional school system associated with introducing an integrated school day in accordance with the 1976 decision of Parliament. Meetings of a working party formed of educational psychologists, social service personnel, teachers and head teachers, youth club and other local organization representatives are a central part of the SHL project. Taking a total view of pupils as the starting point, the object of the project is to promote and evaluate expanded and integrated cooperative linkages between school, home, social welfare authorities, local authority leisure activities and voluntary community organizations. The work of the project consists of problem analysis, field evaluation of activities, and contacting, informing and training personnel. In the report the following topics are briefly discussed: content and objectives of the project activities, problem analyses, evaluation and activities in the field, contacts and dissemination of information, and the nature of various interest groups involved as a working party. Also included is a list of reports, summaries and memoranda from the project concerning problem analyses and experimental schemes. (Author/SS)

ED 180 603 PS 011 079

Services for Children: A Summary from the Illinois Human Services Plans. Phase I: 1977 - 1979.

Illinois State Dept. of Finance, Springfield.
Pub Date-Feb 79
Note-187p.; Prepared by the Planning Consortium for Children's Services
Available from-The Planning Consortium, Suite 618, 1 West Old Capitol Plaza, Springfield, IL 62701 ($2.25)
Pub Type- Collected Works - General (020) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Administrator Guides, *Child Welfare, Correctional Rehabilitation, Crippled Children, Delinquency Prevention, Drug Abuse, *Guidelines, *Human Services, Interagency Planning, Law Enforcement, Mental Health Programs, *Planning Commissions, *Social Agencies, Social Services, State Boards of Education, *Statewide Planning, Vocational Rehabilitation
Identifiers-*Illinois

This summary contains abbreviated versions of 1977-1979 plans of services for children proposed by Illinois human services agencies. The booklet was prepared as a reference document for persons involved in planning sessions of a regional workshop. Contents include excerpts from the text of the Illinois Welfare and Rehabilitation Services Planning Act, excerpts from guidelines put out by the Bureau of the Budget (Instructions to Agencies of Phase I of the Human Services Plans''), and information on twelve state agencies that include services for children. These agencies are: Commission on Delinquency Prevention, Dangerous Drugs Commission, Department of Children and Family Services, Department of Corrections, Department of Mental Health and Developmental Disabilities, Department of Public Aid, Department of Public Health, Division of Services to Crippled Children, Division of Vocational

Rehabilitation, Governor's Office of Manpower and Human Development, Illinois Law Enforcement Commission, and Illinois Office of Education. Included in a summary about each agency is information on its mandate, mission, target problems, services, and directions for fiscal year 1979. (SS)

ED 180 604 PS 011 080

Workshop on the Development of Education and Information Materials on Family Health (Family Planning, Maternal and Child Health, Nutrition). (Manila, Philippines, 8 to 22 February 1972). Final Report.

Spons Agency-World Health Organization, Manila (Philippines). Regional Office for the Western Pacific.
Report No.-WPRO-9605
Pub Date-Aug 72
Note-91p.
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Communication Problems, Cultural Factors, *Family Health, Family Planning, Group Discussion, *Health Education, Health Programs, Infants, Instructional Materials, *International Programs, *Material Development, Mothers, Nutrition, Pregnancy, *Program Development, *Workshops
Identifiers-*World Health Organization

Health and communications experts from Taiwan, South Korea, Malaysia, Philippines, Singapore and South Vietnam met in Manila for two weeks of workshop sessions to discuss communication strategies and to develop educational materials for the promotion of family health. The overall aim of the workshop was to encourage the production of educational materials that would (1) help the public understand the interrelationship between nutrition, maternal and child health and family planning and (2) help field workers reach the public. This final report of the workshop activities includes background information, a description of the workshop process, descriptions of the activities of working groups, and an evaluation of the workshop. Group work brought workshop participants into direct contact with urban migrants and women in a rural barrio. Reports of field visits, materials produced, the final program, lists of working papers, presentations and reports from each country, as well as hand-outs and a list of workshop participants are appended. (Author/RH)

Goldhaber, Dale

Child Care Services and Public Policy: A New Perspective.

Vermont Univ., Burlington.
Pub Date-Nov 79
Note-29p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Change Strategies, *Day Care Services, Early Childhood Education, Early Experience, Educational Needs, *Educational Quality, Finance Reform, *Needs Assessment, Parent School Relationship, *Public Policy, Social Services

This paper is directed at those who provide services to young children and to those who define the policies that regulate these services. It concerns a new view of early experience based on a life span view of early childhood in which early experience is seen as a necessary but not sufficient condition for full growth and development. The implications of this new view on public policy for early childhood services and the possible consequence of misinterpreting this view of early experience are discussed. The paper first reviews the present justifications for providing early child care services to families, second, the origins of these justifications and the limits they impose for providing quality early child care and, third, offers a more appropriate foundation to ensure the maintainence of quality early child care programs for families. (Author/MP)

Van Cleaf, David W.
Assessing Preferences of Kindergarten Parents and Staff Toward Behavioral and Cognitively Oriented Kindergarten Methods.
Pub Date-79
Note-8p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Action Research, *Administrator Attitudes, Behavioral Objectives, Cognitive Objectives, *Kindergarten, *Parent Attitudes, Parent Participation, Teacher Aides, *Teacher Attitudes, *Teaching Methods

A questionnaire was designed to determine the preferences of parents and school staff regarding behavioristic and cognitively oriented teaching methods. Sixteen goals appropriate for kindergarten programs were selected from descriptions of model early childhood programs. The goals reflected four categories: social, personal, intellectual and physical. Data was collected from parents of kindergarten children, kindergarten teachers and building principals in 14 elementary schools. Results indicate that both groups favored cognitively oriented methods. Further, the parents, while favoring cognitively oriented methods, were found to prefer more teacher-directed, behavioral instructional procedures in the social and intellectual areas of the kindergarten program. It is concluded that parents who are asked to assist with and support kindergarten programs may encounter difficulties if they themselves favor more directed, behaviroal instructional methods. The questionnaire method can be used by schools to obtain useful information from both parents and staff. (Author/RH)

ED 180 607 PS 011 084

Wartella, Ellen

Television Watching as an Information Processing Task: Programming and Advertising.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Sep 79
Grant-NSF-APR-76-2077
Note-16p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childrens Television, Cognitive Processes, *Consumer Education, Educational Programs, Information Processing, *Kindergarten Children, Preschool Education, *Television Commercials, *Television Viewing

A two-week consumer training program was designed to teach kindergarten children about advertising claims on commercial television programs. One objective of the program was to teach kindergarteners that commercials are designed to persuade people to buy products. Kindergarteners were taught to recognize the difference between commercials and other classes of television content. A second objective was to teach kindergarteners to look for information about products when they watched commercials. Children were taught to recognize four types of appeals made by commercials: product information appeals, fun and entertainment appeals, premium offers, and social acceptability appeals. These concepts were taught through a variety of physical activities (for example, having children raise their hands when a break occurred between a program and a commercial) and having children discuss their own experiences. The total time spent on training was about three and one-half hours over the two-week program. Performance was generally high by the end of the program. In addition, children who had participated in training performed better than a control group after an eight-month time delay. Following the delay, there was some decline in children's ability to identify commercials and understand persuasive intent, though performance level was still above that of the pre-training performance level. (SS)

ED 180 608 PS 011 085

The Father's Role in Family Systems: An Annotated Bibliography.

Wisconsin Univ., Madison. School of Family Resources and Consumer Sciences.

Pub Date-Jun 79
Note-246p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Annotated Bibliographies, Biology, Birth, Blacks, *Family (Sociological Unit), *Fathers, Gifted, One Parent Family, *Parent Child Relationship, *Parent Influence, *Parent Role, Pregnancy, Research Methodology, Role Perception, Sex Role, Teenagers
Identifiers-*Business Executives

This bibliography contains more than 400 annotated references on the topic of the father's role in family systems. In addition to the standard bibliographic citation, each entry includes an annotation which summarizes, discusses, or evaluates the item. The annotations range in length from a few sentences to several paragraphs. An alpha-numeric code also accompanies each citation and is used to indicate the nature of the item (e.g., empirical) and the topic area (e.g. children's perceptions of fathers) to which it pertains. Citations are arranged in five sections. Section I features references on father-child interaction and the father and child development; it includes sub-sections on sex role socialization, gifted/talented children, and general literature. Section II contains references related to the fathering experience and the father role, with sub-sections on the biological and physiological aspects, the expectant father, the teenage father/unwed father, the black father, the single father, and the changing father role. Citations in Section III deal with father absence and are organized into sub-sections on physical absence, psychological absence, and the remaining female parent. Section IV contains references on general family theory and Section V on methodology. (JMB)

Klausmeier, Herbert J. And Others

Cognitive Learning and Development: Information-Processing and Piagetian Perspectives.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-375p.
Available from-Ballinger Publishing Company, 17 Dunster Street, Cambridge, MA 02138 ($25.00)
Pub Type- Opinion Papers (120) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Children, Cognitive Ability, *Cognitive Development, *Cognitive Processes, *Cognitive Tests, Comparative Analysis, *Concept Formation, Developmental Stages, Learning Processes, *Learning Theories, Logical Thinking, Perspective Taking, Theories
Identifiers-*Cognitive Learning And Development, *Piaget (Jean)

This book deals with cognitive development from the perspective of the author's theory of conceptual learning and development (CLD) and from a Piagetian perspective. Chapter I provides an overview of CLD theory and also identifies and discusses the Piagetian constructs of stage, groupement structures, and equilibration. Chapter II focuses on the sampling design and the tests used in three studies of cognitive development (Kessen 1960, Nesselroads & Reese 1973, and Wohlwill 1973) that were carried out simultaneously using data from the same four longitudinal groups of studies. To supplement the condensed version of CLD theory, given in Chapter I, the major descriptive principles of cognitive development are discussed in Chapter III. The factor structure based on CLD theory is presented in Chapter IV. Also presented in this chapter are the results performed on the CLD tests and on educational achievement tests in grade 6, and of CLD tests and selected Project Talent tests in grades 9 and 12. Results from three studies of the Paigetian concrete operations stage in middle childhood are presented in Chapter V. Predictions that are based on expected relationships not only between the CLD measures and both the Piagetian and the groupements measures, but also between and within the Piagetian and the groupement measures, are tested in Chapter VI. Chapter VII presents a synthesis of the preceding findings regarding the developmental progression of the CLD, Piagetian, and groupement items during the school year. Chapter VIII discusses the relative importance given to the developmental factors and to learning in the Piagetian and CLD approaches. The final chapter presents an analysis of the relationship between psychological theories in general and their possible application to educational practice. Data from the studies discussed in this book are summarized in tables and presented in the appendix. (Author/MP)

ED 180 610 PS 011 089

Wertsch, James V.

Metacognition and Adult-Child Interaction.

Pub Date-May 77

Note-53p.; Paper presented at the Annual Conference on Learning Disabilities (Evanston, Illinois, May 20, 1977)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Children, *Cognitive Ability, Cognitive Processes, *Communication Skills, Developmental Psychology, Early Childhood Education, *Goal Orientation, *Parent Child Relationship, *Social Relations, Task Performance

Identifiers-Luria (A R), *Metacognition, Vigotsky (L S)

The concept of metacognition (as outlined by investigators such as Flavell and Brown) is explicated and extended by drawing on the theoretical ideas developed in Soviet psychology. In this paper 'metacognition' refers to the subject's ability to monitor, integrate and coordinate various aspects of a task. It is proposed that the notion of goal-directedness must be included in the analysis of metacognition, and it is argued that an account of the regulation of human cognition must address the issue of how this regulation is carried out in social (interpsychological'') as well as individual (Intrapsychological'') functioning. Social interaction is then analyzed in terms of a hierarchy of types of communicative moves, and adult-child interaction is analyzed in terms of this hierarchy. Levels of the hierarchy of communicative moves are: intended effect acts, mutual belief acts, conventional acts, linguistic acts. Special attention is devoted to adult-child interaction found in situations where an adult is attempting to provide metacognitive assistance to a child. (Author/RH)

ED 180 611 PS 011 090

Wheeler, Valerie

Communication Development and Metacognition in Children.

Pub Date-Oct 79
Note-13p.; Paper presented at the Annual Meeting of the Genesee Valley Psychological Association (Rochester, NY, October 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Children, *Cognitive Development, *Communication Skills, *Comprehension Development, Elementary Education, Language Ability, *Language Development, *Language Processing, Linguistic Competence, Listening Comprehension, Speech Communication
Identifiers-*Metacognition

Research evidence currently indicates that young children's communication skills for both the speaker and the listener roles are often ineffective. The accuracy of children's communication improves gradually over the elementary school years. Current thinking in the area of metacognition may be very useful in understanding the development of children's performances as communicators. Metacognition has been defined as one's knowledge concerning one's own cognitive processes. Children's developing knowledge about the process of communication is one kind of metacognitive development. Three basic metacognitive skills are important for the listener and the speaker. In order to construct adequate messages, young persons mus have some understanding of what kinds of messages are good and what kinds are poor. Given a particular communication situation, children need to understand that message quality influences communication effectiveness. In contrast to listeners, who must know when and how to provide feedback to the speaker, speakers must be sensitive to the listener's comprehension and know how to modify unclear messages. Further research in the area of metacognition will expand understanding of communication development in children and enable adults to facilitate this development in children who experience communication difficulties. (Author/RH)

ED 180 612 PS 011 091

Krinsky, Janice A. Kossan, Nancy E.
Child Abuse: A Survey of Physicians' Attitudes and Practices.
Pub Date-79
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitudes, *Child Abuse, *Physicians, Surveys
Identifiers-*New York (Monroe County)

A questionnaire designed to investigate physicians' knowledge of and experiences with child abuse, familiarity with New York State reporting laws, and characteristics of abusing families was sent to pediatricians and family practitioners in Monroe County, New York. The physicians were asked to estimate the number of child abuse cases that they saw and the number of child abuse cases that they reported in the last year (1978) and in the last five years (1974-1978). They were also asked to distinguish between cases of actual abuse (in which evidence of abuse was unquestionable) and cased of suspected abuse. Of these 170 physicians polled, 74 (43.5%) responded. Results indicated that physicians had both seen and reported roughly as many cased of suspected and actual child abuse in the last year as in each of the last five years. Also, the number of suspected cased generally exceeded the number of actual cases, and the number of cases reported was roughly 40% of the number of cases seen. About half of the physicians had had experience with abuse cases in the last year, and about three quarters of them had had such experience in the last five years. Other data are reported on the physicians' knowledge of the legal responsibilities in cases of child abuse, their training in the area of child abuse, their definitions of child abuse, and their beliefs regarding the characteristics of abusing families. (Author/SS)

ED 180 613 PS 011 093

Bowser, Robert A., Comp.

Employment of Children.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Coordination and Field Liaison.

Pub Date- 79
Note-31p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Labor Legislation, Federal Legislation, Job Application, *Labor Standards, Occupations, *Part Time Jobs, *Program Administration, Safety, School Law, School Responsibility, *Youth Employment
Identifiers-*Pennsylvania

This document presents Pennsylvania guidelines for interpreting child labor legislation. In Section I employment certification of minors under the child labor law, the school laws of Pennsylvania, and the federal law are discussed. In Section II the issuing officers responsible for issuing employment certificates are identified, procedures for certificate issuance and the duties of the issuing officer are described. Section III gives regulations concerning occupations declared hazardous for minors. Section IV lists employment certification procedures for general employment, temporary general, and vacation employment. Subsections discuss application procedures, papers to be approved and filed, special performance permits, hours of employment, regulations and prohibited occupations for minors in Pennsylvania. Section V provides guides and regulations for issuing officers. Addresses of U.S. Department of Labor area offices and Pennsylvania Department of Labor and Industry district offices are attached. (Author/RH)

ED 180 614 PS 011 094

Heron, Alastair

Planning Early Childhood Care and Education in Developing Countries. Fundamentals of Educational Planning 28.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
Spons Agency-Swedish International Development Authority (SIDA).
Pub Date-79
Note-98p.
Available from-UNESCO Publications Center, P.O. Box 433, New York, NY 10016 ($4.75)
Pub Type- Books (010) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Child Care, *Childhood Needs, *Developing Nations, *Early Childhood Education, Educational Administration, *Educational Development, Educational Planning, Educational Policy, Global Approach, Social Change, *Social Relations

This booklet, published in recognition of the International Year of the Child, attempts to provide straightforward answers in non-technical language to three questions which should be asked by anyone concerned with providing a child care service: What is early childhood care and education? Why should it be provided? and How can its provision be organized? After discussing the needs of the young child, the relation between care and education, and the background of family, community and society, the author gives a brief historical account of the development of early childhood care and education, and then deals at length with the practical problems and the organizational, administrative and pedagogical measures that can be taken. An appendix gives examples of what has been accomplished in this field in a number of countries. (Author/RH)

ED 180 615 PS 011 095

Parker, Denise

The Impact of Divorce on the Lives of Children: Alleviating the Trauma of the Divorce Experience Through Adult Intervention Strategies.

Pub Date-Aug 78
Note-62p.; Research Report submitted in partial fulfillment of the requirements for Master's Degree, Southern Illinois University
Pub Type- Opinion Papers (120) · Dissertations/Theses (040)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Age Differences, Child Development, *Divorce, Emotional Adjustment, Emotional Response, Family Relationship, Helping Relationship, *Intervention, *Parent Child Relationship, Parent Reaction, *Preschool Children, *Psychological Needs, Student Teacher Relationship, *Youth

This paper reviews current literature pertaining to the effects of divorce on children and makes suggestions regarding general ways in which parents and other adults may assist children in coping with divorce. The population of children towards which this study is directed includes preschool through latency age children. All inferences made in this study are based upon the body of literature examined in this paper. Chapter Two designates problems encountered by children whose parents are experiencing divorce. Both male and female children are discussed. In Chapter Three the author delineates adult intervention strategies designed to aid the child in coping with divorce-related changes. This information can be used by all those involved in the divorce experience including parents, educators, relatives, friends, and others. (Author/RH)

ED 180 616 PS 011 100

Pintchovski, Susan Workman, Stefanie

The Preschool Child's Total Learning Environment: Arizona HSST/CDA Competency Based Training Module.
Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Contract-190-78-0003
Note-33p.; For other modules in this series, see PS 011 100-128
Available from-Arizona/Nevada CDA, P. O. Box 337, Sacaton, AZ 85247 ($0.33 per module)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Care Workers, Classroom Environment, Classroom Materials, Early Childhood Education, *Educational Environment, Learning Laboratories, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, School Community Relationship, *Staff Role, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module focuses on the staff's role in creating and maintaining a child-oriented learning environment for preschool children. An Environment Checklist is provided to help CDA interns assess the richness of their classroom environments before and after completing the training module. Module objectives, suggested activities for each objective, and an assessment checklist are presented in a single format. Topics discussed in the study guide section include: (1) the child-oriented learning environment as a combination of indoor, outdoor, and community resources; (2) advantages of the child-oriented learning environment for teachers, staff, and children; (3) elements included within the indoor physical space; (4) suggestions for utilizing physical space; (5) outdoor space as an extension of the classroom; (6) the role of the community environment in contributing to the total learning environment for preschool children; (7) the use of learning center materials in creating a child-oriented learning environment; (8) the staff's role in setting up and maintaining a child-oriented learning environment; and (9) suggestions for revitalizing the indoor learning environment. Resources for further study are presented. (JMB)

ED 180 617 PS 011 101

Migliaro, Ann
Health and Safety: Arizona HSST/CDA Competency Based Training Module
Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date- 78
Contract-190-78-0003
Note-28p.; Filmed from best available copy; For other modules in this series, see PS 011 100-128
Available from-Arizona/Nevada CDA, P. O. Box 337, Sacaton, AZ 85247 ($0.33 per module)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accident Prevention, *Child Care Workers, Early Childhood Education, Emergency Programs, *Health, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Recordkeeping, *Safety, Sanitation, *Training
Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module is to help the CDA intern develop the knowledge and skills necessary to provide a safe and healthy environment for preschool children. Objectives are stipulated and activities for each objective are suggested. The importance of protecting young children is explained. Practical suggestions are given for (1) making the center environment safe for young children, (2) teaching children safety rules and good health practices, and (3) maintaining health records. A safety checklist, health record, and notification of exposure to communicable disease form are included in the module. (Author/RH)

ED 180 618 PS 011 102

Migliaro, Ann

Planned Arrangements and Schedules: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Contract-190-78-0003
Note-25p.; For other modules in this series, see PS 011 100-128; Best copy available
Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Care Workers, Early Childhood Education, Lesson Plans, *Performance Based Teacher Education, *Planning, Postsecondary Education, *Preschool Teachers, *Scheduling, School Calendars, *Training
Identifiers-*CDA, Child Development Associate

This module for Child Development Associate (CDA) trainees offers guidelines for structuring preschool center programs through the use of lesson planning and center scheduling. Objectives are stipulated, activities for achieving each objective are suggested, and an assessment checklist is provided. A study guide emphasizes that (1) characteristics and needs of children must be considered in program planning, (2) the schedule should provide a variety of structured and unstructured activities and experiences for groups and individuals, and (3) lesson plans and written objectives are valuable aids. Sample daily and weekly lesson plans and a sample monthly planning calendar are included. (Author/RH)

ED 180 619 PS 011 103

Migliaro, Ann

Large and Small Group Activities: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-78

Contract-190-78-0003

Note-15p.; For other modules in this series, see PS 011 100-128; Best copy available

Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Care Workers, Early Childhood Education, Group Activities, Grouping (Instructional Purposes), Individual Needs, *Large Group Instruction, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Small Group Instruction, *Training

Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module, was designed to provide the CDA intern with knowledge of how to establish grouping patterns which meet the program objectives, the teacher's objectives, and the children's needs. Objectives are presented along with suggested activities for achieving each objective, and an assessment checklist. Factors which must be considered when grouping children for activities in the early childhood center such as children's age, children's previous experience, center's facilities, types of materials, teacher and program objectives, and composition of the group are emphasized in a study guide. Resources for further study along with supplemental material are included. (Author/MP)

ED 180 620 PS 011 104

Emmons, Barbara

Collecting, Organizing, and Using Teaching Aids: Arizona HSST/CDA Competency Based Training Module. Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Contract-190-78-0003
Note-16p.; For other modules in this series, see PS 011 100-128; Best copy available
Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Care Workers, Early Childhood Education, Educational Resources, Instructional Aids, *Instructional Materials, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Training
Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module is to provide the CDA intern with knowledge of how to collect, organize, and use teaching aids. Objectives are presented along with suggested activities for achieving each objective and an assessment checklist. Also provided is a study guide emphasizing children's profiles, activity card and picture files, object collections, story telling aids, records and tape collections, reference materials and professional literature, and a resource file. Resources for further study along with supplemental materials such as sample cross-reference cards, activity cards and teaching aids are also included. (Author/MP)

ED 180 621 PS 011 105

Emmons, Barbara
Cooperative Planning: Arizona HSST/CDA Competency Based Training Module
Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Contract-190-78-0003
Note-14p.; For other modules in this series, see PS 011 100-128; Best copy available
Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Care Workers, Communication Skills, *Cooperative Planning, Early Childhood Education, *Performance Based Teacher Education, *Personnel Evaluation, Postsecondary Education, *Preschool Teachers, Self Concept, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module provides guidelines for cooperative curriculum planning involving both children and adults. Objectives are stipulated and activities for achieving each objective are suggested in an assessment checklist format. A study guide emphasizes (1) how to include children in the planning process, (2) changing the daily program to include activities observed to have been most effective, (3) encouraging children to talk, (4) encouraging children to listen, (5) reducing threat to children in learning activities, (6) how to deal with children's experiences of failure, (7) teacher and parent participation, (8) staff evaluation, and (9) use of evaluation data in planning. Resources for further study are listed. (Author/RH)

ED 180 622 PS 011 106

Emmons, Barbara
Guidance Principles for Encouraging Self-Discipline: Arizona HSST/CDA Competency Based Training Module. Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date- 78
Contract-190-78-0003
Note-31p.; For other modules in this series, see PS 011 100-128 ; Best copy available
Available from-Arizona/Nevada CDA, P. O. Box 337, Sacaton, AZ 85247 ($0.33 per module)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Care Workers, Early Childhood Education, *Guidance Objectives, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Prosocial Behavior, Self Control, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) module focuses on child guidance strategies that promote children's self control and positive social behavior. Objectives are stipulated, activities for achieving each objective are suggested, and an assessment checklist is provided. A study guide emphasizes (1) teacher qualities which lead to close, warm, and understanding relationships, (2) individual patterns of development, (3) the influence of environmental design on relationships between children, (4) necessary basic rules and limits, (5) making rules and limits work, and (6) natural and social consequences of children's behavior. Resources for further study are listed and supplementary materials on the structure of family characteristics, children's mistaken goals, and making useful observations of children's behavior are included. (Author/RH)

ED 180 623 PS 011 107

Graves, Patricia
Techniques for Observing Children: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Contract-190-78-0003
Note-32p.; For other modules in this series, see PS 011 100-128; Contains some light print
Available from-Arizona/Nevada CDA, P. O. Box 337, Sacaton, AZ 85247 ($0.33 per module)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Care Workers, *Classroom Observation Techniques, Data Collection, Early Childhood Education, *Informal Assessment, Observation, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Training
Identifiers-*CDA, Child Development Associate

This module is designed to acquaint Child Development Associate (CDA) interns with several techniques used in making observations of children. It is expected that the intern will use the practice exercises in the module not as an end in themselves, but as a springboard for developing regular habits of skillful observation. Objectives are stipulated and activities for each objective are suggested. Also included is a study guide which emphasizes (1) reasons for making observations of children; (2) the importance of separating observation from interpretation; (3) guidelines for observing behavior, recording it precisely, and interpreting observations; (4) uses of information gained from observations, and (5) tips for becoming a regular and conscientious observer. Forms and other materials for practice observations are included. (Author/RH)

ED 180 624 PS 011 108

Foster, Cheryl

Establishing Relationships with Parents to Facilitate Communication: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-78

Contract-190-78-0003

Note-24p.; For other modules in this series, see PS 011 100-128

Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Care Workers, Early Childhood Education, Parent Attitudes, Parent Participation, *Parent School Relationship, Parent Teacher Conferences, *Parent Teacher Cooperation, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Training

Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module is designed to help the CDA intern establish a positive type of relationship with parents which will lead to effective communication and cooperation between home and school. Objectives are presented along with suggested activities for achieving each objective and an assessment checklist. Also provided is a study guide emphasizing the importance of parent teacher cooperation, parent attitudes about their children being in school, parent teacher conferences, and parent participation in classroom activities. Resources for further study and supplemental materials such as an initial parent interview form for new enrollees, a parent contact record, and a parent contact chart are also included. (Author/MP)

ED 180 625 PS 011 109

Foster, Cheryl

Understanding Parents' Values for Their Children, and Recognizing the Family as a Prime Educator: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz.

· Arizona/Nevada Child Development Associates.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-78

Contract-190-78-0003

Note-16p.; For other modules in this series, see PS 011 100-128

Available from-Arizona/Nevada CDA, P. O. Box 337, Sacaton, AZ 85247 ($0.33 per module)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Care Workers, Cultural Awareness, Early Childhood Education, *Parent Attitudes, Parent Participation, Parent Role, *Parent Teacher Cooperation, *Perception, *Performance Based Teacher Education, *Preschool Teachers, Values

Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module is to provide guidelines for the CDA intern to use in: (1) becoming aware of and understanding parents' values for their children, (2) recognizing the major role that parents have in their child's education and, (3) helping parents gain more understanding about children and their needs. Objectives are presented along with suggested activities for achieving each objective and an assessment checklist. Also presented is a study guide emphasizing home-school cooperation, family attitudes and background, parent role, and the parent education program. Resources for further study are also included. (Author/MP)

ED 180 626 PS 011 110

Foster, Cheryl
The Early Childhood Program and the Community: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Contract-190-78-0003
Note-13p.; For other modules in this series, see PS 011 100-128
Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Care Workers, *Community Support, Early Childhood Education, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *School Community Relationship, *Training
Identifiers-*CDA, Child Development Associate

This module is designed to help the Child Development Associate (CDA) intern view early childhood programs in relationship to the community as a whole. Objectives are stipulated, activities for achieving each objective are suggested, and an assessment checklist is provided. A study guide emphasized (1) the importance of community understanding and support for the program, (2) teachers' role in helping citizens become acquainted with their center and its purposes, (3) community political structure, (4) linking up with community businesses and groups which may provide valuable help and services, (5) professional agencies which provide services to parents, (6) community information resources, (7) teaching children about the functions of the center staff, (8) teaching children about how their community works, and (9) field trips as a way to extend the range of children's experience of their community. Resources for further study are listed.

ED 180 627 PS 011 111

Graves, Patricia
Fostering Communication and Language Skills in the Early Childhood Setting: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date- 78
Contract-190-78-0003
Note-34p.; For other modules in this series, see PS 011 100-128
Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Care Workers, Child Language, *Communication Skills, Early Childhood Education, Informal Assessment, *Language Ability, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Speech Communication, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module is designed to help CDA interns to understand, assess, and foster the development of children's communication skills. Objectives are stipulated, activities for achieving each objective are suggested, and an assessment checklist is provided. A study guide emphasizes (1) the nature and use of communication skills, (2) normal development of communication skills, (3) language assessment procedures, (4) special help for children with special needs, (5) individual differences in the development of communication skills, (6) teacher techniques, and (7) the importance of the preschool teacher in encouraging children's expressive and receptive skills. A check sheet and guidelines for language assessment are included. (Author/RH)

ED 180 628 PS 011 112

Terrell, Ann
Nutrition in the Early Childhood Setting: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Contract-190-78-0003
Note-57p.; For other modules in this series, see PS 011 100-128
Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per moudle)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Breakfast Programs, *Child Care Workers, Early Childhood Education, Eating Habits, Lunch Programs, *Nutrition, *Nutrition Instruction, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Psychomotor Skills, *Training
Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module is to provide the CDA intern with knowledge of how to use nutrition information with children and parents, as well as how to structure and carry out a nutrition program, including mealtime and food preparation activities. Objectives are presented along with suggested activities for achieving each objective and an assessment checklist. Also provided is a study guide emphasizing basic nutrition, special needs of the preschool child; social, psychological, cultural, and religious reasons for eating, mealtime experiences; and a food preparation program. Resources for further study and supplemental materials are also provided. (Author/MP)

ED 180 629 PS 011 113

Workman, Stefanie Pintchovski, Susan

Sciencing and Discovery: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-78

Contract-190-78-0003

Note-67p.; For other modules in this series, see PS 011 100-128 ; Best copy available

Available from-Arizona/Nevada CDA, P. O. Box 337, Sacaton, AZ 85247 ($0.33 per module)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Booklists, *Child Care Workers, Early Childhood Education, Lesson Plans, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Science Activities, *Science Curriculum, Science Equipment, Science Materials, *Training

Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module helps interns develop children's science exploration and discovery skills. This process of discovering is known as sciencing. Teachers can create the climate for discovery by becoming actively involved with the children, by sharing the children's natural curiosity about their environment, and encouraging them to use their sciencing skills in all settings of the total learning environment. Objectives are stipulated, activities for achieving each objective are suggested, and an assessment checklist is provided. A study guide emphasizes (1) goals and values of sciencing, (2) ways to initiate and integrate science experiences in the classroom, (3) teacher guidelines for science experiences, (4) construction of a science center, and (5) sciencing in settings other than the science center. Resources for further study are listed. Supplementary related activities, an inventory of materials and equipment, ideas for discovery boxes, sample science unit lesson plans, stories and references for children, and a list of science books are included. (Author/RH)

ED 180 630 PS 011 114

Migliaro, Ann

Enhancing Questioning and Problem-Solving Abilities: Arizona HSST/CDA Compatency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Contract-190-78-0003
Note-21p.; For other modules in this series, see PS 011 100-128
Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Care Workers, Developmental Stages, Early Childhood Education, Inquiry Training, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Problem Solving, *Questioning Techniques, *Training
Identifiers-*CDA, Child Development Associate

The purpose of this module is to help the Child Development Associate (CDA) intern develop an awareness of the problem-solving process and factors affecting problem-solving abilities of children. The teacher should be able to recognize opportunities to enhance children's abilities to solve problems. Objectives are stipulated, activities for achieving each objective are suggested, and an assessment checklist is provided. A study guide emphasized (1) the nature of problem-solving, (2) the similarity of the problem-solving process to the steps used in scientific inquiry, (3) factors which influence an individual's problem-solving abilities, (4) the use of science activities to enhance problem-solving skills, (5) opportunities for group problem-solving activities, and (6) teaching techniques. A list of resources for further study and a supplement providing guidelines for encouraging children are included. (Author/RH)

ED 180 631 PS 011 115

Foster, Cheryl

Blocks in the Early Childhood Program: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-78

Contract-190-78-0003

Note-24p.; For other modules in this series, see PS 011 100-128

Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Care Workers, Early Childhood Education, *Performance Based Teacher Education, *Play, Postsecondary Education, *Preschool Teachers, Teaching Techniques, *Training

Identifiers-*Block Play, *CDA, Child Development Associate

This Child Development Associate (CDA) training module shows interns how to make the most of children's interest in playing with blocks. Objectives are stipulated, activities for achieving each objective are suggested, and an assessment checklist is provided. A study guide emphasizes (1) values of block play, (2) physical space for block building activities, (3) shelving and storage, (4) selecting blocks and accessories, (5) scheduling play activities, (6) the proper care of blocks, limits for block play and responsibility for the block corner, (7) teaching techniques, and (8) observing and evaluating block activities in the classroom. Resources for further study are listed and elements of a basic set of blocks for a group of 15-20 children are indicated. (Author/RH)

Emmons, Barbara
Enhancing a Positive Self-Concept: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date- 78
Contract-190-78-0003
Note-24p.; For other modules in this series, see PS 011 100-128
Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Care Workers, Early Childhood Education, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Self Concept, Self Esteem, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module helps interns establish a preschool center environment that promotes the development of positive self concepts among young children. Objectives are stipulated, activities for achieving each objective are suggested, and an assessment checklist is provided. A study guide emphasized (1) understanding the term "self-concept," (2) physical and social factors in the development of self-concept, (3) understanding and accepting children as they are, and (4) environmental influences on the development of a positive self-concept. Resources for further study and supplementary guides concerning "teacher-craft" ways to encourage children are included. (Author/RH)

ED 180 633 PS 011 117

Foster, Cheryl

Encouraging the Open Expression of Feelings: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-78

Contract-190-78-0003

Note-29p.; For other modules in this series, see PS 011 100-128 ; Contains some light print

Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affective Behavior, *Child Care Workers, Early Childhood Education, Emotional Development, *Emotional Response, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Training

Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module is to help the CDA intern develop the knowledge and skills necessary to encourage the open expression of feelings among children in the classroom. Objectives are stipulated, activities for achieving each objective are suggested, and an assessment checklist is provided. A study guide outlines (1) various feelings that need to be expressed; (2) influences on the child's security and confidence; (3) how to recognize the child's feelings; (4) what it means to accept feelings; (5) why, when, and how feelings should be expressed; (6) how to deal with hostile feelings; (7) activities for encouraging the open expression of feelings. Also included are a list of books for children which focus on their concerns and fears and samples of Magic Circle activities. (Author/SS)

ED 180 634 PS 011 118

Roberts, Margaret
Providing for Individual Differences: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Contract-190-78-0003
Note-46p.; For other modules in this series, see PS 011 100-128
Available from-Arizona/Nevada CDA, P. O. Box 337, Sacaton, AZ 85247 ($0.33 per module)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Care Workers, Early Childhood Education, Individual Differences, *Individualized Instruction, *Individualized Programs, Individual Needs, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module is designed to help the CDA intern develop the knowledge and skills necessary for establishing an individualized program for young children. Objectives are presented, along with suggested activities for achieving each objective and an assessment checklist. Also provided is a study guide emphasizing the importance of assessing each individuals' needs, gathering and recording up-to-date information concerning each child, using family and community resources for dealing with the child's special needs; establishing appropriate goals, motivation techniques, and materials for each individual, and developing awareness of the child's progress. Forms, a list of resources for further study, and other supplemental materials are also included. (Author/MP)

ED 180 635 PS 011 119

Brownrigg, Carolyn
Music and Creative Movement: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz.
Arizona/Nevada Child Development Associates.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date- 78
Contract-190-78-0003
Note-24p.; For other modules in this series, see PS 011 100-128
Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Care Workers, Creative Activities, Early Childhood Education, *Movement Education, *Music Activities, Musical Instruments, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Singing, *Training
Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module is to help the CDA intern increase musical experiences in his or her classroom. Objectives are presented along with suggested activities for achieving each objective, and an assessment checklist. Also provided is a study guide emphasizing the values of musical activities in the early childhood classroom, singing, listening and rhythm activities, ways to create music, creative movement, playing musical instruments, and music curriculum plans. Resources for further study along with some supplemental materials are also provided. (Author/MP)

ED 180 636 PS 011 120

Graves, Patricia Migliaro, Ann

Creative Media: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date- 78

Contract-190-78-0003

Note-21p.; For other modules in this series, see PS 011 100-128

Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33per module)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Art Activities, *Child Care Workers, *Creativity, Developmental Stages, Early Childhood Education, *Instructional Materials, Media Selection, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Training

Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module is to help the CDA intern become aware of the values of a creative media program for young children, develop the knowledge and skills needed to implement an art program, and select media for their process values rather than for their products. Objectives are presented along with suggested activities for achieving each objective, and an assessment checklist. Also provided is a study guide emphasizing the importance of providing young children with creative media, the developmental stages through which children pass in using such media, the location and arrangement of the creative media center, the materials offered in the center, and the process of using media, the children's previous experience with creative media, and ideas and guidelines for planning creative media experiences. Resources for further study and supplemental materials are also included. (Author/MP)

ED 180 637 PS 011 121

Foster, Cheryl

Large Muscle Development: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date- 78

Contract-190-78-0003

Note-56p.; For other modules in this series, see PS 011 100-128

Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Check Lists, *Child Care Workers, Class Activities, Early Childhood Education, *Motor Development, *Performance Based Teacher Education, Physical Education, Postsecondary Education, *Preschool Teachers, *Psychomotor Skills, *Training

Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module is to help the CDA intern learn to assess the child's level of large muscle development and provide appropriate activities to foster motor coordination. Objectives are stipulated, activities for achieving each objective are suggested, and an assessment checklist is provided. A study guide outlines (1) what large muscle development involves, (2) the relation between physical maturation and large muscle development, (3) the values of large muscle activity for young children, (4) the characteristics of an environment that encourages large muscle development, (5) the importance of adequate time for large muscle activities, (6) appropriate teacher guidance for such activities, (7) the importance of including a variety of spontaneous and teacher-directed activities (8) the importance of observing children's behavior, (9) the need for change and challenge in activities, and (10) how to deal with special needs. Supplements include examples of activities and a checklist for assessing large motor skills. (Author/SS)

ED 180 638 PS 011 122

Brannen, Nina

Woodworking: Arizona HSST/CDA Competency Based Training Module. Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-78

Contract-190-78-0003

Note-15p.; For other modules in this series, see PS 011 100-128

Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)

Pub Type-Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Care Workers, Early Childhood Education, Learning Activities, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Training, *Woodworking

Identifiers-*CDA, Child Development Associate

Two purposes of this Child Development Associate (CDA) module are to teach CDA interns the value of woodworking activities in the preschool center and to provide them with information about the needed equipment, materials and supplies. Objectives are stipulated, intern activities for each objective are suggested, and an assessment checklist is provided. Also included are lists of (1) reasons for including woodworking in the preschool program, (2) equipment, materials and supplies needed for a woodworking center, (3) pointers for supervising the woodworking center, and (4) resources for further study. (Author/RH)

ED 180 639 PS 011 123

Migliaro, Ann
Sewing: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date- 78
Contract-190-78-0003
Note-15p.; For other modules in this series, see PS 011 100-128
Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Care Workers, Early Childhood Education, Learning Activities, Parent Participation, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Sewing Instruction, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module helps the CDA intern present and supervise sewing activities for preschool children. Classroom activities as well as training objectives for the intern are provided. The module emphasizes (1) the values of sewing activities for the preschool child, (2) the kinds of material that can be used in sewing activities, (3) the coordination of sewing activities with children's cultural backgrounds, (4) the display of materials and supervision of their use, and (5) how to involve parents in supporting sewing activities. Additional classroom sewing activities and materials are suggested. Things adults can sew for children are indicated. (Author/RH)

ED 180 640 PS 011 124

Foster, Cheryl
Clay: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date- 78
Contract-190-78-0003
Note-15p.; For other modules in this series, see PS 011 100-128
Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Art Activities, *Art Materials, *Child Care Workers, Early Childhood Education, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module indicates the values of craft activities with clay for preschool children. Classroom activities as well as instructional objectives for the CDA intern are provided. The module emphasizes (1) reasons for using clay in the preschool program, (2) types of clay and clay-like materials, and (3) ways to use clay successfully in craft activities for preschool children. Resources for further study are listed. (Author/RH)

ED 180 641 PS 011 125

Eddowes, Ann
Participating in Program Evaluation: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date- 78
Contract-190-78-0003
Note-15p.; For other modules in this series, see PS 011 100-128
Available from-Arizona/Nevada CDA, P. O. Box 337, Sacaton, AZ 85247 ($0.33 per module)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Care Workers, Early Childhood Education, Educational Objectives, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Program Evaluation, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module provides guidelines for program evlauation by the CDA intern. Program evaluation objectives and activities for the intern are outlined. Instructional material in the module emphasizes (1) types of and occasions for program evaluation activities, (2) components of a comprehensive child care center program, (3) the formulation of goals from program objectives, (4) the use of goals in program evaluation of children, parents, staff and community-center relationships, and (5) the use of evaluation data in changing the center program. Resources for further study are listed. Guides are given for writing and evaluating program objectives. (Author/RH)

Eddowes, Anne
Management Functions for the Early Childhood Classroom Teacher: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Contract-190-78-0003
Note-15p.; For other modules in this series, see PS 011 100-128
Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Care Workers, *Class Management, Early Childhood Education, *Performance Based Teacher Education, *Planning, Postsecondary Education, *Preschool Teachers, Recordkeeping, School Maintenance, *Training
Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module is to offer guidelines to assist the CDA intern in the development of management functions appropriate for the smooth operation of the classroom learning environment. Objectives are stipulated, activities for each objective are suggested, and an assessment checklist is provided in a single format. A study guide discusses (1) curriculum objectives, (2) use of physical space, (3) planning a schedule for maintenance of the physical environment, (4) considerations in making a schedule, (5) making an inventory of supplies and materials, (6) records and forms that are required, and (7) considerations concerning communication with parents and the community. (Author/SS)

ED 180 643 PS 011 127

Graves, Patricia

Understanding How Children Learn: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date- 78

Contract-190-78-0003

Note-41p.; For other modules in this series, see PS 011 100-128

Available from-Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Care Workers, Early Childhood Education, *Learning, Learning Activities, Learning Characteristics, Learning Readiness, *Performance Based Teacher Education, Postsecondary Education, *Preschool Children, *Preschool Teachers, *Training

Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module is to help the CDA intern understand the skills that young children bring to the preschool classroom, and the kinds of classroom activities that help children learn. Objectives are stipulated, activities for each objective are suggested, and an assessment checklist is provided. Also included is a study guide which presents information and study questions about types of learning, learning skills, concepts for preschool learning, classroom activities, the role of teacher, and evaluation of setting, learning, and teacher. Also included are a brief pretest and posttest. (Author/SS)

ED 180 644 PS 011 128

Brownrigg, Carolyn
Literature for Preschool Children: Arizona HSST/CDA Competency Based Training Module Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date- 78
Contract-190-78-0003
Note-24p.; For other modules in this series, see PS 011 100-128
Available from-Arizona/Nevada CDA, P. O. Box 337, Sacaton, AZ 85247 ($0.33 per module)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Care Workers, *Childrens Books, *Childrens Literature, Class Activities, Early Childhood Education, Illustrations, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Story Reading, Story Telling, *Training
Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module is to help the CDA intern learn to appreciate and share children's literature with preschool children. Objectives are stipulated, activities for each objective are suggested, and an assessment checklist is provided. Also included is a study guide, which outlines (1) the importance of literature for children, (2) how to make the library an inviting spot for children, (3) general categories of books, (4) the importance of pictures or illustrations, (5) the need to have books

treated with respect, (6) the art of story telling, and (7) ideas for creating stories with children. A supplement includes story starters, ideas for making puppets, a sample flannel board story, a list of sources for inexpensive children's books, a list of books children might like, and a list of winners of the Newbery and Caldecott awards. (Author/SS)

ED 180 645 PS 011 130

Child Development Associate Training Program. Unit 1: Health and Safety in the Classroom. Module 1: Planning the Physical Environment of the Classroom.

Philadelphia Community Coll., Pa.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-H3105-B/H/0
Note-64p.; For other units/modules, see PS 011 130-153 ; Colored pages may not reproduce clearly
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit I, PS 011 130-134, $26.25; all 7 units, PS 011 130-153, $161.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Care Workers, Classroom Environment, Early Childhood Education, Environmental Criteria, *Health, *Performance Based Teacher Education, Physical Environment, Postsecondary Education, *Preschool Teachers, *Safety, State Standards, *Training
Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module is to enable trainees to recognize and correct unsafe and unhealthy conditions in the preschool setting. After completing this module the trainee will be able to provide appropriate light, temperature and ventilation in the preschool. The trainee will be able to appropriately correct or recommend for correction those conditions in the physical environment which do not meet state and local standards for health and safety. Instructional and behavioral objectives for learning activities are given. The teacher's materials include an instructor's activity outline, a set of instructor's directions, and an activity scoresheet. The student's materials include an activity list, a glossary, a unit overview, and instructional materials such as welfare regulations for licensed centers and environment assessment guidelines. Directions for student activities are provided along with scoresheets and observation forms. (Author/RH)

ED 180 646 PS 011 131

Child Development Associate Training Program. Unit I: Health and Safety in the Classroom. Module 2: Selecting and Maintaining Equipment and Materials.

Philadelphia Community Coll., Pa.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-H3105-B/H/O
Note-12p.; For other units/modules, see PS 011 130-153 ; Colored pages may not reproduce clearly
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit I, PS 011 130-134, $26.25; complete set, PS 011 130-153, $161.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Care Workers, Classroom Materials, Early Childhood Education, *Educational Equipment, Media Selection, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Safety, Supervisory Activities, *Training
Identifiers-*CDA, Child Development Associate

The purpose of this module is to instruct Child Development Associate (CDA) trainees in the selection, maintenance, placing and use of equipment and materials in the preschool for maximum safety for children and staff. The instructions also show how the trainee can teach children to locate, use and replace equipment and indicate how the trainee should supervise potentially dangerous activities. Instructional and behavioral objectives for learning activities are given. The teacher's materials include an instructor's activity outline, a set of instructor's directions, and an activity scoresheet. The student's materials include an activity list, a glossary, a unit overview, and a list of safety rules in addition to specified learning activities. Activities are provided which help the CDA trainee observe and improve the preschool environment. Activity scoresheets and observation forms are also provided. (Author/RH)

Child Development Associate Training Program. Unit I: Health and Safety in the Classroom. Module 3: Handling Emergencies in the Classroom.

Philadelphia Community Coll., Pa.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-H3105-B/H/O
Note-48p.; For other units/modules, see PS 130-153 ; Colored pages may not reproduce clearly
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit I, PS 011 130-134, $26.25; complete set, PS 011 130-153 $161.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bulletin Boards, *Child Care Workers, Early Childhood Education, *Emergency Programs, *First Aid, Injuries, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module is designed to help trainees learn how to respond effectively to injured children. Upon completion of this unit, the trainee is expected to be able to use appropriate procedures for treating injuries and accidents which require immediate attention such as having a severe fall, swallowing poison, or sustaining cuts or burns. Instructional and behavioral objectives for learning activities are given. The teacher's materials include an instructor's activity outline, a set of instructor's directions, and an assessment checklist. An activity list, a glossary, a unit overview, and a true-false test supplement specified learning activities for the CDA trainee. Guidelines for designing safety information bulletin board displays are given. (Author/RH)

ED 180 648 PS 011 133

Child Development Associate Training Program. Unit I: Health and Safety in the Classroom. Module 4: Nutrition for Young Children.

Philadelphia Community Coll., Pa.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-H3105-B/H/O
Note-57p.; For other units/modules, see PS 011 130-153; Colored pages may not reproduce clearly
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit I, PS 011 130-134, $26.25; all 7 units, PS 011 130-153, $161.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Care Workers, Early Childhood Education, *Food, *Nutrition, *Performance Based Teacher Education, Planning, Postsecondary Education, *Preschool Teachers, Supervisory Activities, *Training
Identifiers-*CDA, Child Development Associate

The importance of an adequate diet in a child's growth and development is the topic of this Child Development Associate (CDA) training module. The material emphasizes different nutrients, their food sources and their availability through a variety and combination of different foods. Correct food handling, as well as safety precautions and the appearance of food are also considered in this module. Upon completion of instruction, the trainee should be able to (1) select nutritious foods, (2) specify daily food requirements relative to age and growth characteristics, (3) plan nutritious daily meals for children 3 to 5 years of age, and (4) supervise mealtimes. Instructional and behavioral objectives for learning activities are given. The teacher's materials include an instructor's activity outline and a set of instructor's directions. The student's materials include a trainee activity list, a glossary, and a unit overview, in addition to specified learning activities. (Author/RH)

ED 180 649 PS 011 134

Child Development Associate Training Program. Unit I: Health and Safety in the Classroom. Module 5: Working with Special Children.

Philadelphia Community Coll., Pa.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-H3105-B/H/O
Note-75p.; For other units/modules, see PS 011 130-153 ; Colored pages may not reproduce clearly
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit I, PS 011 130-134, $26.25; complete set, PS 011 130-153, $161.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aurally Handicapped, *Child Care Workers, Early Childhood Education, *Identification, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Problem Children, Special Education, Teacher Response, *Training, Vision
Identifiers-*CDA, Child Development Associate

Child Development Associate (CDA) trainees are taught how to recognize symptoms of severe problems children may have which may interfere with academic or social growth in a preschool setting. Visual, learning, motor, hyperactivity and emotional problems are defined and symptoms of each problem are described. Attention is also given to helping CDA trainees understand ways of dealing with children with special needs. Procedures for referring special children for medical diagnosis are outlined. Instructional and behavioral objectives for learning activities are given. The teacher's materials include an instructor's activity outline, a set of instructor's directions, answer sheets, and information for field supervision activities. The student's materials include a trainee activity list, a glossary, a unit overview, lists of symptoms related to problems in vision, hearing, motor development, hyperactivity, and mental problems, as well as true-false tests, and guidelines for meeting the classroom needs of special children. (Author/RH)

ED 180 650 PS 011 135

Child Development Associate Training Program. Unit II: Personal and Social Development of Young Children. Module I: Personal and Social Development of Young Children.

Philadelphia Community Coll., Pa.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-H3105-B/H/0
Note-268p.; For other units/modules, see PS 011 130-153 ; Colored pages may not reproduce clearly
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit II, PS 011 135-139, $54.25; complete set, PS 011 130-153, $161.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Care Workers, Child Development, Early Childhood Education, *Observation, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Self Concept, *Social Development, Socialization, *Training
Identifiers-*CDA, Child Development Associate

In this Child Development Associate (CDA) training module, the trainee is provided with basic concepts of child development. The identity, socialization and sense of self worth of the child are emphasized. Techniques for observing the behavior of 3- to 5-year-old children are indicated. As a result, the trainee can learn how to make and maintain, over a period of time, profiles of individual children's personal and social development. A pretest, an activity list for the resource person, directions for trainee, resource person and field supervisor, and a glossary are included. Most of the module consists of 20 learning activities for the trainee. Through discussions of identity and socialization processes trainees are taught to see developmental implications in children's behavior and talk in the preschool setting. Discussion guides for the course instructor are given. (Author/RH)

ED 180 651 PS 011 136

Child Development Associate Training Program. Unit II: Personal and Social Development of Young Children. Module 2: Planning Curriculum for the Personal Development of Young Children.

Philadelphia Community Coll., Pa.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-H3105-B/H/O
Note-135p.; For other units/modules, see PS 011 130-153; Colored pages may not reproduce clearly
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit II, PS 011 135-139, $54.25; complete set, PS 011 130-153, $161.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Care Workers, Classroom Environment, *Curriculum Development, Early Childhood Education, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Self Concept, Teaching Techniques, *Training
Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module is to give the CDA intern experience in constructing card files of lessons, activities and environmental conditions (classroom equipment and arrangements of equipment). At the highest level of proficiency, upon completing this module, it is intended that the CDA intern will be able to set up a card file box and identify, select and record two lessons, two activities and two environmental conditions which are used to teach the child about his or her self. Instructional and behavioral objectives are given. Teacher's materials consist of pre-test directions, an answer key and activity guides. Trainee materials include a pre- and post-test, an activity list and record, a glossary and 12 lessons. (Author/RH)

ED 180 052 PS 011 137

Child Development Associate Training Program. Unit II: Personal and Social Development of Young Children. Module 3: Planning Curriculum for the Personal Development of Young Children.

Philadelphia Community Coll., Pa.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-H3105-B/H/O
Note-119p.; For other units/modules, see PS 011 130-153 ; Colored pages may not reproduce clearly
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit II, PS 011 135-139, $54.25; complete set, PS 011 130-153, $161.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Child Care Workers, Early Childhood Education, Effective Teaching, *Individual Development, *Lesson Plans, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Self Concept, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module is about how to write and use lesson plans. CDA interns are taught how to write and analyze behavioral objectives, choose appropriate materials and techniques, and observe and evaluate instruction. Instructional and behavioral objectives are given. The teacher's materials consist of pretest directions, an activity list and directions. The student's materials include pre- and post-tests, an activity record, a glossary and 12 lessons. (Author/RH)

ED 180 653 PS 011 138

Child Development Associate Training Program. Unit II: Personal and Social Development of Young Children. Module 4: Planning Curriculum for the Social Development of Young Children.

Philadelphia Community Coll., Pa.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency-Office of Child Development (DHEW), Washington, D.C.

Pub Date-76

Grant-H3105-B/H/O

Note-93p.; For other units/modules, see PS 011 130-153; Colored pages may not reproduce clearly

Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit II, PS 011 135-139, $54.25; complete set, PS 011 130-153, $161.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Care Workers, Cooperation, Early Childhood Education, *Performance Based Teacher Education, *Play, Postsecondary Education, *Preschool Teachers, Social Behavior, *Social Development, Social Isolation, Socialization, *Training

Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module is designed to enable the CDA intern to recognize social development in children's solitary, associative and cooperative play. The trainee will also learn about techniques and environmental conditions that can be used to foster socialization. Instructional and behavioral objectives are given. The teacher's materials include pre-test directions, an answer key and directions for resource person and the field supervisor. The student's materials consist of pre- and post-tests, an activity record and nine lessons. (Author/RH)

ED 180 654 PS 011 139

Child Development Associate Training Program. Unit II: Personal and Social Development of Young Children. Module 5: Social-Interpersonal Skills.

Philadelphia Community Coll., Pa.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-H3105-B/H/O
Note-190p.; For other units/modules, see PS 011 130-153 ; Colored pages may not reproduce clearly
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit II, PS 011 135-139, $54.25; complete set, PS 011 130-153, $161.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavior Problems, Body Language, *Child Care Workers, Early Childhood Education, *Interpersonal Competence, Listening Skills, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Sensitivity Training, Teacher Response, *Training
Identifiers-Carkhuff (Robert R), *CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module is to help CDA interns learn more about the skills of listening, observing and responding, and learn to use these skills effectively with preschool children. At the highest level of proficiency, it is intended that the trainee will be able to utilize knowledge of body position, listening and responding skills to communicate effectively with a troubled child in difficulty. Both instructional and behavioral objectives are given. The teacher's materials consist of pre-test directions and an answer key as well as an activity list and directions. The student's materials include pre- and post-tests, an activity record and 14 lessons. (Author/RH)

ED 180 655 PS 011 141

Child Development Associate Training Program. Unit III: Development of Cognitive Skills in Young Children. Module I: Language Arts Development with Young Children. Unit Overview.

Philadelphia Community Coll., Pa.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-H3105-B/H/0
Note-210p.; For other units/modules, see PS 011 130-153
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit III, PS 011 141-144, $45.75; complete set, PS 011 130-153, $161.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Centers of Interest, *Child Care Workers, *Cognitive Development, *Early Childhood Education, *Language Arts, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Story Reading, *Training, Writing
Identifiers-*CDA, Child Development Associate

With this Child Development Associate (CDA) training manual the CDA intern can learn to teach language arts to preschool children in ways that foster their cognitive development. Upon completing the module, the trainee is expected to know how to read a story to preschool children, teach a lesson using an experience chart, set up a reading and listening center in a preschool classroom, and teach a lesson to children on writing their own books. Instructional and behavioral objectives for learning activities are given. The teacher's materials include pre-test, the field supervisor's directions, a resource persons activity list, and directions for student activities. The student's materials consist of pre- and post-tests, an activity record, a glossary, lesson overviews and directions, and 15 lessons. A brief discussion of cognitive development among preschool children is included. (Author/RH)

Child Development Associate Training Program. Unit III: Development of Cognitive Skills in Young Children. Module 2: Beginning Social Studies Development with Young Children.

Philadelphia Community Coll., Pa.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-H3105-B/H/O
Note-150p.; For other units/modules, see PS 011 130-153
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit III, PS 011 141-144, $45.75; complete set, PS 011 130-153, $161.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Child Care Workers, Cognitive Development, Early Childhood Education, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Social Studies, *Training
Identifiers-*CDA, Child Development Associate

The purpose of this Child Development Associate (CDA) training module is to help trainees develop social studies experiences that will help children learn more about their family, school and community. Topics covered include lessons, activities and environmental conditions that can be used to provide social studies experiences for young children, as well as ways to encourage cognitive development in children by providing opportunities to compare, contrast, classify and see patterns. Instructional and behavioral objectives for learning activities are given. The module contains materials for both teacher and trainee. Teacher materials include directions for pre-testing and field supervision, a resource person activity list, and guides for student activities. Student materials consist of pre- and post-tests, a glossary, an activity record, directions and 13 lessons. (Author/RH)

ED 180 657 PS 011 143

Child Development Associate Training Program. Unit III: Development of Cognitive Skills in Young Children. Module 3: Beginning Science Development with Young Children.

Philadelphia Community Coll., Pa.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-H3105-B/H/O
Note-138p.; For other units/modules, see PS 011 130-153
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit III, PS 011 141-144, $45.75; complete set, PS 011 130-153, $161.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Child Care Workers, *Concept Formation, Early Childhood Education, Educational Objectives, Lesson Plans, *Performance Based Teacher Education, Planning, Postsecondary Education, *Preschool Teachers, *Science Education, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module is intended to teach CDA interns how to select, plan and implement a science project appropriate for preschool children. The trainee is also expected to learn about preschool children's cognitive skills and how to foster their development. Both teacher and trainee materials are provided in the module. Teacher's materials consist of directions for pre-testing and field supervision, a resource person activity list, and guides for each student activity. Trainee materials include pre- and post-tests, an activity record, a glossary, directions and 12 lessons. (Author/RH)

ED 180 658 PS 011 144

Child Development Associate Training Program. Unit III: Development of Cognitive Skills in Young Children. Module 4: Beginning Math Development with Young Children.

Office of Child Development (DHEW), Washington, D.C.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-H3105-B/H/O
Note-205p.; For other units/modules, see PS 011 130-153
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit III, PS 011 141-144, $45.75; complete set, PS 011 130-153, $161.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Basic Skills, *Child Care Workers, Classroom Environment, *Concept Formation, Early Childhood Education, Educational Games, Mathematical Experience, *Mathematics Education, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module is intended to teach CDA interns how to provide classroom experiences that promote basic mathematics skills in preschool children. Knowledge of relationships of objects in space, grouping of objects, teaching of number names and counting, and the use of math games are discussed. The trainee is encouraged to learn how to plan and develop lessons, games, activities and environmental conditions to teach about objects and their location in space. Both teacher and trainee materials are provided in the module. Teacher materials consist of directions for pre-testing and field supervision, a resource person activity list and directions for each student activity. Trainee materials include pre- and post-tests, an activity record, a glossary, directions and 17 lessons. (Author/RH)

ED 180 659 PS 011 146

Child Development Associate Training Program. Unit IV: Motor Development in Young Children. Module 1: Fostering the Development of Gross Motor Skills in Young Children. Unit Overview.

Office of Child Development (DHEW), Washington, D.C.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-H3105-B/H/O
Note-106p.; For other units/modules, see PS 011 130-153 ; Colored pages may not reproduce clearly
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit IV, PS 011 146-147, $12.00; complete set, PS 011 130-153, $161.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Care Workers, Early Childhood Education, Educational Equipment, Lesson Plans, *Motor Development, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Psychomotor Skills, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module enables CDA interns to identify, prescribe, plan and implement activities and lessons which foster the development of gross motor skills in young children. At a satisfactoy level of proficiency the trainee will be able to identify levels of gross motor maturation, select appropriate equipment, and prescribe and implement a lesson or activity. Instructional and behavioral objectives are given. The teacher's materials consist of a pre-test and the field supervisor's directions, an answer key, and an activity list. The student's materials include an activity list, directions for activities and nine lessons. A brief overview of motor development is included. (Author/RH)

ED 180 660 PS 011 147

Child Development Associate Training Program. Unit IV: Motor Development in Young Children. Module 2: Fostering the Development of Fine Motor Skills in Young Children.

Office of Child Development (DHEW), Washington, D.C.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-H3105-B/H/O
Note-96p.; For other units/modules, see PS 011 130-153 ; Colored pages may not reproduce clearly
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit IV, PS 011 146-147, $12.00; complete set, PS 011 130-153, $161.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Care Workers, Early Childhood Education, Media Selection, *Motor Development, *Performance Based Teacher Education, Planning, Postsecondary Education, *Preschool Teachers, *Psychomotor Skills, Skill Development, *Training
Identifiers-*CDA, Child Development Associate

Skills necessary for fostering fine motor development in young children are indicated and discussed in this training module for Child Development Associate (CDA) trainees. Trainees are taught to identify appropriate classroom equipment and materials, plan lessons and activities, assess children's skills, and finally teach a lesson or guide an activity which involves the use of fine motor skill. Materials for both the CDA resource person and trainee are provided. A pretest, an activity list, observation sheet, and field supervision directions are included for resource persons. Materials for the CDA intern consist of directions and an activity list. The module provides nine learning activities for the trainee. (Author/RH)

ED 180 661 PS 011 149

Child Development Associate Training Program. Unit V: Expressive Experiences for Young Children. Module 1: Exposing, Appreciating and Communicating Through Expressive Experiences for Young Children. Unit Overview.

Office of Child Development (DHEW), Washington, D.C.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-H3105-B/H/O
Note-149p.; For other units/modules, see PS 011 130-153; Colored pages may not reproduce clearly
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit V, PS 011 149, $8.00; complete set, PS 011 130-153, $161.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Aesthetic Education, Art Activities, Art Appreciation, *Art Education, *Child Care Workers, Communication Skills, Dramatic Play, Early Childhood Education, Music Appreciation, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module enables CDA interns to introduce art experiences into the preschool classroom. The module guides the intern toward developing skill in helping children appreciate and communicate through art, music, dance and drama. At a satisfactory level of proficiency the CDA intern will be able to plan and implement an art lesson, activity or environmental arrangement. Both teacher's and trainee's materials are provided. The teacher's materials consist of pre-test directions, an answer key, and directions for the resource person and field supervisor. The student's materials include a pre-test, an activity list and activity directions. Nineteen lessons are provided in three sections: (1) Exposing, Appreciating and Communicating through Expressive Experiences for Young Children, (2) What Does Appreciating Art, Music and Drama Mean? and (3) Communicating Through Art, Music and Drama. A brief overview discusses expressive experiences for young children. (Author/RH)

ED 180 662 PS 011 151

Child Development Associate Training Program. Unit VI: Implementing a Preschool Program. Module 1: Managing a Preschool Classroom. Unit Overview.

Office of Child Development (DHEW), Washington, D.C.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-H3105-B/H/0
Note-111p.; For other units/modules, see PS 011 130-153; Colored pages may not reproduce clearly
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit VI, PS 011 151-152, $12.25; complete set, PS 011 130-153, $161.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Care Workers, *Class Management, Early Childhood Education, Observation, *Performance Based Teacher Education, Planning, Postsecondary Education, *Preschool Teachers, Scheduling, Supervision, *Training
Identifiers-*CDA, Child Development Associate, Rules

This Child Development Associate (CDA) training module provides group management techniques for the CDA intern. Mastery of the material will enable the trainee to plan and carry out daily routines, scheduled activities, transitions, supervisory activities and to deal effectively with unexpected events. Instructional and behavioral objectives are provided. The teacher's materials include pre-test directions, activity lists, and directions for activities. The student's materials consist of pre- and post-tests, an activity list, directions and 10 lessons. A brief overview discusses the implementation of a preschool program. (Author/RH)

ED 180 663 PS 011 152

Child Development Associate Training Program. Unit VI: Implementing a Preschool Program. Module 2: Staff, Home, and Community Relations.

Office of Child Development (DHEW), Washington, D.C.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency-Office of Child Development (DHEW), Washington, D.C.

Pub Date-76

Grant-H3105-B/H/O

Note-74p.; For other units/modules, see PS 011 130-153 ; Colored pages may not reproduce clearly

Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit IV, PS 011 151-152, $12.25; complete set, PS 011 130-153, $161.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Care Workers, Community Resources, Early Childhood Education, *Family School Relationship, Parent Participation, Parent Teacher Cooperation, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *School Community Relationship, *Training

Identifiers-*CDA, Child Development Associate

Students who master the material in this Child Development Associate (CDA) training module should know how to (1) involve a parent in a center activity, (2) foster cooperativeness at a staff meeting and (3) identify a community resource and show how it can be used to benefit the classroom. Both teacher and trainee materials are provided in the

module. Teacher materials consist of activity guidelines, and directions for pretesting and field supervision. Trainee materials include a pretest, an activity list and eight lessons. The module contains forms for listing resources in the neighborhood of the center and a parent information sheet. (Author/RH)

Child Development Associate Training Program. Unit VII: The Child Development Associate in Early Childhood Education. Module 1: Understanding What is Being a Professional Child Development Associate. Unit Overview.

Office of Child Development (DHEW), Washington, D.C.; Philadelphia School District, Pa.; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-H3105-B/H/0
Note-38p.; For other units/modules, see PS 011 130-153 ; Colored pages may not reproduce clearly
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit VII, PS 011 153, $3.00; complete set, PS 011 130-153, $161.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Care Workers, Early Childhood Education, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Professional Development, Teacher Improvement, *Training
Identifiers-*CDA, Child Development Associate

This Child Development Associate (CDA) training module introduces the intern to the responsibilities of a professional CDA. At a high level of proficiency, the trainee is expected to be able to locate and identify colleges that have early childhood courses, early childhood education journals and professional books, and local and national early childhood professional organizations. Guides for the trainer are provided. Student materials consist of an activity list and six lessons. (Author/RH)

Gunnarsson, Lars

Children in Day Care and Family Care in Sweden: A Follow-Up. Research Bulletin No. 21.

Gothenburg School of Education (Sweden). Dept. of Educational Research.
Pub Date-Sep 78
Note-180p.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Care Centers, Child Development, Comparative Analysis, *Day Care Services, Early Childhood Education, Family (Sociological Unit), *Family Environment, Foreign Countries, Group Norms, Infants, Interviews, Longitudinal Studies, Measurement Instruments, Observation, *Parent Child Relationship, *Peer Relationship, Preschool Children, *Sex Differences
Identifiers-Griffiths Mental Development Scale, *Sweden

This report represents the second phase of an ongoing longitudinal study of children in different child-rearing environments in Sweden: children's own homes, "day" homes and day care centers. One hundred and two of the 120 original families participated in the follow-up. The children had reached an age of 5 1/2 years. Four areas investigated were: evolution of home settings over the four-year period of the study, children's interactions with adults and peers in day care centers and homes, the influence of adult- and peer-imposed norms on children, and overall development of the children. Interviews, observations and outcome measures were used. Although the two groups of families who entered the study when their children were one year old were carefully matched for maximum comparability, after four years children in center care were (1) more likely to have only one parent in the home, (2) have no brothers or sisters, (3) live in apartments, and (4) be girls. Peer interaction was more frequently observed than adult interaction in both the homes and the centers. Boys were more peer group-oriented. Differences in overall development were to a large extent sex-related, rather than setting-related. It was concluded that: neither the home nor the day care center was superior or inferior to the other in promoting the overall development of the children. There are substantial differences between boys and girls in social interaction patterns, activities, and cognitive performances. Sex differences are more pronounced than differences found between different child care environments. (Author/RH)

ED 180 666 PS 011 160

Bond, Lynne A. Johnson, Jeannette L.

Explanations for Success and Failure by Low and Average School Achievers.

Spons Agency-Orleans Southwest Supervisory Union, Hardwick, Vt.; Vermont State Dept. of Education, Montpelier. Div. of Federal Assistance.

Pub Date-Sep 79

Note-18p.; A portion of this paper was presented at the Annual Meeting of the American Psychological Association (New York, NY, September 1-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Academic Failure, Age Differences, *Attribution Theory, Elementary Education, *Elementary School Students, *Low Achievers, Performance, *Self Evaluation, Sex Differences, Student Attitudes

Low and average school achievers in grades 1 and 2 and grades 4 and 5 made attributions for successes and failures on school related and unrelated tasks. Students in the low achievement group were participants of the Title I program, and tested a year below their age-mates on reading and math achievement. Students were given two booklets of four drawings; each drawing depicted an elementary school aged child of the student's own sex completing a task. The drawings varied from one another as a function of Outcome (success vs. failure) and Task, i.e. (School - solving a problem the teacher assigned, Nonschool Neutral - completing a puzzle, Nonschool Feminine stereotyped - baking a cake, Nonschool Masculine stereotyped - building a go-cart). Below each drawing was a brief written description of the situation and outcome followed by four explanations for the outcome which referred to: (a) task difficulty, (b) effort, (c) luck, and (d) skill (in that order). Children were told to imagine that each drawing was really a picture of themselves and were asked to select the explanation which best suited their performance as depicted in that specific situation. Responses were relatively similar across age. Low achievers were more likely to explain performance by 'skill' (internal, stable) compared to average achievers, who more often used 'effort' (internal, unstable). Meanwhile, school performance was most often explained by 'effort' and least often explained by 'skill', especially among older children. Findings are discussed in terms of low vs. average achievers' perceptions of personal responsibility and/or capability for affecting future performance outcomes. (Author/SS)

Fisher, Lawrence

Teacher Judgments of Competence of Male Junior High School Students.

Pub Date-Oct 78
Note-10p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Elementary Secondary Education, Factor Analysis, *Interpersonal Competence, *Junior High School Students, *Males, Measurement Techniques, Rating Scales, *Social Relations, *Teacher Attitudes

Junior High School (JHS) teachers were interviewed to determine their criteria for competent and incompetent student behavior in school and their verbatim statements were adapted into questionnaire format. Two hundred and eleven male students were rated on competence in 15 classrooms by their teachers and a series of factor analytic procedures yielded the following independently replicated factors: academic competence, intrusiveness, social avoidance and dependency/immaturity. A rational factor of extreme behaviors such as cheating, or talking of self as ugly or stupid, was also included. When compared to findings of previous studies results indicate that JHS teachers tend to view competence as more related to social and emotional abilities than to elementary school teachers, who have been found to emphasize competence as compliance with institutional demands. The data indicate that JHS teachers have a relatively stable conceptual framework from which they "view" the competence of male students and that this framework is replicable in a variety of teacher groups. Test-retest reliability data is given. (Author/RH)

ED 180 668 PS 011 164

Bond, Lynne A.

The Development of Causal Attributions for Success and Failures of Males and Females.

Pub Date-Mar 79
Note-17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, Age Differences, *Attribution Theory, *Children, Elementary Secondary Education, *Failure Factors, Preschool Education, *Sex Stereotypes, *Success Factors

The development of attributional patterns for male and female success and failure in sex-typed activities was examined. A total of 243 children in preschool, first, third, fifth, and eleventh grades were given a booklet of eight drawings, each of which depicted a young adolescent completing a task. The drawings varied on sex of actor, sex-typing of task, and outcome. Below each drawing was a bried written description of the situation and outcome followed by four explanations of the outcome which referred to (a) task difficulty, (b) effort, (c) luck, and (d) skill. Each subject was asked to indicate which explanation was most appropriate for the depicted situation. Results indicated that different attributional patterns for explaining male and female performance were well established by first grade and that they remained strikingly stable thereafter. As predicted, the unexpected outcome of succeeding at a sex-inappropriate task was attributed to an unstable factor (effort) while the expected outcome of failing at a sex-inappropriate task was attributed to stable factors (skill for males, task difficulty for females). Within the context of sex-appropriate tasks, males' failure on the masculine task was explained by lack of effort (internal, unstable) whereas females' failure on the feminine task was explained by lack of skill (internal, stable). This attributional pattern was not manifested by the preschoolers. Possible explanations for and implications of these findings are discussed. (JMB)

ED 180 669 PS 011 167

Daycare for Small Children. A Debate Report by the Family Aid Commission: A Summary.

Ministry of Education and Social Affairs, Stockholm (Sweden).

Pub Date-Jan 79

Note-34p.

Pub Type- Reports - General (140) - Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Groups, Community Characteristics, Community Surveys, *Day Care Services, Early Childhood Education, Family Day Care, *Foreign Countries, Health Conditions, Heterogeneous Grouping, *Infants, Mental Development, Parent Child Relationship, Parent Participation, Peer Relationship, *Preschool Children, Teaching

Identifiers-*Sweden

A Swedish report on day care for children between the ages of 7 months and 3 years is summarized in English in this document. Preparation of the original report involved reviewing Swedish and foreign research concerning day nursery for the very young and conducting exploratory and evaluative studies of small children in day nurseries. Chapter by chapter summaries are included on: (1) child care in the community, (2) knowledge and beliefs concerning day nurseries and the very young, (3) pedagogics and the content of work with small children, (4) introducing new children and parents to day nurseries, (5) cooperation between day nurseries and family day care homes, (6) integration of different age groups in day nurseries, (7) parent participation, and (8) small children day nurseries and infections. (JMB)

Madden, J. Patrick
Rural Development and the Land Grant University. An Evaluation of Title V of the Rural Development Act of 1972 (The Executive Summary).
National Rural Center, Washington, D.C.; Pennsylvania State Univ., University Park. Dept. of Agricultural Economics and Rural Sociology.
Pub Date-1 Oct 77
Note-20p.
Available from-National Rural Center, 1828 L Street, NW, Washington, D.C. 20036
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Services, Employment, *Federal Legislation, Federal Regulation, Federal State Relationship, Financial Support, Income, *Land Grant Universities, Natural Resources, Objectives, *Pilot Projects, Program Development, *Program Evaluation, *Rural Development, Rural Economics, Rural Extension, *State Programs
Identifiers-Puerto Rico, *Rural Development Act 1972 Title V

The land grant universities have, for the most part, performed the organizational and procedural processes stipulated by Title V of the Rural Development Act of 1972 and have succeeded in helping rural people satisfy high priority needs, thereby demonstrating that Title V is a valid approach to rural development. The three-year pilot period, ending with fiscal year 1976, was successful despite an 80% reduction in funding (from $45 million to $9 million). The 50 states and Puerto Rico initiated well over 900 Title V projects, including more than 300 aimed at improving income and employment, nearly 500 focusing on community services and facilities, and more than 100 addressing environmental and natural resource concerns. While the extreme diversity of projects and the high success rate were notable, states varied widely in their attainment of project goals. Factors affecting outcome were in-kind contributions by the university, support from other funding sources, and prior involvement of the university in rural development activities. Amount of funding was not a crucial factor, since states with equal funding produced different results. The data suggest that there is no one best way to carry out rural development programs; rather, the advantage of the Title V structure is the flexibility allowed states to adapt procedures to suit local needs. (JH)

McIntyre, Marilyn N. Madden, J. Patrick
Directory of State Title V Rural Development Programs.
National Rural Center, Washington, D.C.; Pennsylvania State Univ., University Park. Dept. of Agricultural Economics and Rural Sociology.
Pub Date-15 Nov 77
Note-410p.
Available from-National Rural Center, 1828 L Street NW, Washington, D.C. 20036
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Community Services, Employment, Federal Programs, Human Resources, Income, *Indexes (Locaters), Interagency Coordination, Land Grant Universities, Natural Resources, *Personnel, Pilot Projects, *Program Descriptions, Program Evaluation, *Rural Development, Rural Economics, Rural Extension, *State Programs, Subject Index Terms
Identifiers-Puerto Rico, *Rural Development Act 1972 Title V

Work plans and questionnaires completed by program leaders supplied information for this directory, which describes 900 projects initiated by the 50 states and Puerto Rico under Title V of the 1972 Rural Development Act; it includes a personnel index and a detailed subject index. The entries, arranged alphabetically by state, include a map of target areas, program overview, federal funding received, project descriptions, and list of program personnel. The program overview describes rather than evaluates the state's overall approach to Title V; it mentions significant features, such as inter-agency or interdisciplinary involvement, refers to target area and project selection, and describes the relationship of individual projects to program objectives. The directory provides a brief description of individual projects; places them in one of six broad categories (community services and/or facilities, income and employment and human resource development, environmental and natural resources, or other); and states whether projects are completed, still active, or terminated before completion. Personnel lists give type and extent of involvement in Title V programs and include addresses and phone numbers of program leaders. (JH)

ED 180 672 RC 011 434

Cornman, John M. Madden, J. Patrick

The Essential Process for a Successful Rural Strategy. A Policy Statement Following a National Evaluation of Title V of the Rural Development Act of 1972.

National Rural Center, Washington, D.C.; Pennsylvania State Univ., University Park. Dept. of Agricultural Economics and Rural Sociology.
Pub Date-7 Dec 77
Note-47p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Policy, Definitions, Evaluation Methods, *Federal Legislation, *Federal Programs, Financial Support, *Land Grant Universities, Organizational Effectiveness, Pilot Projects, *Policy Formation, Program Costs, Program Evaluation, *Resource Allocations, *Rural Development, State Programs
Identifiers-*Rural Development Act 1972 Title V

During its three-year pilot period, Title V of the Rural Development Act of 1972 demonstrated its potential as part of a broad national rural strategy and should be carefully expanded with special attention to funding, organization, and evaluation policies. Initial funding at $20 million yearly would provide each state with $100,000 (an amount sufficient to support a critical mass of activity) and an additional amount in proportion to its share of the nation's total non-metropolitan population. The 1862 land grant universities should administer Title V during an initial three-year funding period, with other institutions allowed to compete for the program in subsequent periods. Organizational policies should preserve the flexibility of states to design and administer programs suited to local needs; continue to emphasize a rural strategy process rather than the direct funding of facilities, services, or other tangible end products; and integrate research and extension activities, which were treated separately during Title V's pilot stage. Crucial to effective organization is the involvement of local rural people in the identification and attainment of goals. Scientifically credible evaluation is necessary for intelligent allocation of funds and for rational revision and improvement of rural development efforts. (JH)

ED 180 673 RC 011 490

Bland, Laurel L.

Alaska Native Population and Manpower: 1975. A Report.

Human Environmental Resources Services, Inc., Kennewick, Wash.
Pub Date-Jan 76
Note-269p.; Some pages may not reproduce due to small print size; Prepared in collaboration with Alaska Pipeline Service Company, Anchorage, AL
Pub Type- Numerical/Quantitative Data (110) - Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alaska Natives, Culture Conflict, Demography, Economic Development, *Employment Patterns, Employment Trends, Federal Legislation, Human Resources, *Labor Force, Manpower Development, *Manpower Utilization, Occupational Mobility, *Population Growth, Population Trends, Residential Patterns, *Rural Development, Socioeconomic Influences, Statistical Data
Identifiers-*Alaska

Numbering approximately 62,005 and representing 15.3% of the total Alaska population in 1975, Alaska Natives are a finite and predominately rural subpopulation. However, a significant portion of the Alaska Native Work Force (estimated at 13,854) now resides in the major urban areas and is available to the Statewide Work Force. Statistics from May, 1975, reflect an Alaska Native Work Force employment rate of 70.9%. About 10% of this employment is related to internal Native affairs; an unknown percentage, to rural and seasonal labor; and the remainder, to non-Native endeavors such as the Alaska pipeline. Study results support the opinion that throughout the decade the Alaska Native population will sustain a minimum of 20% to 25% of its total numbers in the Alaska Native Work Force. In the light of fast-changing Alaskan socio-economic conditions, it is crucial to face the realities of available Alaska Native labor and the implications on the Alaska Native social structure and culture of losing manpower to the Statewide Work Force. There is need for identification of the socio-economic impact of pipeline employment on Alaska Natives, manpower needs of Native associations, and rural Alaska Native manpower utilization patterns. (SB)

ED 180 674 RC 011 491

Bland, Laurel L.

Alaska Native Population and Manpower Perspectives on Native Labor Force Utilization: 1978.

Human Environmental Resources Services, Inc., Kennewick, Wash.

Pub Date-Sep 78

Note-270p.; Prepared with the assistance of the Northwest Alaskan Pipeline Company, Salt Lake City, UT

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Alaska Natives, Culture Conflict, Demography, Economic Development, Employment Opportunities, *Employment Patterns, Employment Trends, Federal Legislation, *Human Resources, *Labor Force, Manpower Development, *Manpower Utilization, Occupational Mobility, *Population Growth, Population Trends, Residential Patterns, Rural Development, Socioeconomic Influences, Statistical Data, Working Women

Identifiers-*Alaska

As part of a long-term study of the utilization of Alaska Native manpower, new data is combined with that of a similar 1975 study to estimate the Alaska Native and non-Native civilian population and work force for 1978 and 1980. Contrary to 1975 predictions the population ratio of Alaska non-Natives to Natives remains constant at 82%/18%. The estimated 1978 Alaska Native population is 68,931, of which 42% is under 16. The Alaska Native Work Force (28% of the Native population) is increasing annually by 1.5%. There are growing numbers of Native women workers. Approximately 7% to 10% of the Native Work Force is concentrated temporarily in urban and rural population centers and is available to respond to recruitment efforts for statewide short-term employment through 1980. Data suggests that without the start of full scale field construction on the trans-Alaska gas line before 1980, the Native Work Force cannot possibly exceed 13% of the Statewide Work Force in the forseeable future. It is important to focus on how many Alaska Natives can realistically be included in the Statewide Work Force and to realize that Native manpower utilization differs from that of the dominant society. Recommendations of the 1975 study are repeated. (SB)

Bland, Laurel L.
Alaska Native Population and Manpower: 1978. A Research Brief.
Human Environmental Resources Services, Inc., Kennewick, Wash.
Pub Date-Nov 78
Note-54p.; Some pages may not reproduce due to small print ; Prepared with the assistance of the Alaskan Pipeline Company, Salt Lake City, UT
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alaska Natives, Culture Conflict, Demography, Economic Development, Employment Opportunities, *Employment Patterns, Employment Trends, Federal Legislation, *Human Resources, *Labor Force, Manpower Development, *Manpower Utilization, Occupational Mobility, *Population Growth, Population Trends, Residential Patterns, Rural Development, Socioeconomic Influences, Statistical Data, Working Women
Identifiers-*Alaska

The research brief and the 1978 study on which it is based provide a means for establishing the size and utilization of the Alaska Native Work Force, as well as estimates of the number of Native workers available regularly or periodically to the Statewide Work Force. Because official data sources conflict, means developed between highest and lowest population estimates yield a statistical foundation for Native/non-Native population-work force comparisons for 1978 and 1980. Sources indicate that the Alaska Native population will increase substantially throughout the next decade due to a sustained high birth rate. The Native population, estimated to be 74,873 by 1980, will maintain a young median age. The Native Work Force will be 28.5% of the Native population, substantially larger than in 1970. It will continue to grow at an annual rate of 1.5%, partially due to significantly larger numbers of women. Although legislation has increased demands for Native labor, only 20% to 22% of the Native Work Force will be available to the Statewide Work Force, the rest being essential to household and village maintenance and survival. This study verifies conclusions of a similar 1975 study, except that predicted general population growth did not materialize. (SB)

ED 180 676 RC 011 564

Boykin, William C., Comp. And Others

Rural Sociology in the South, 1979. Proceedings of 1979 Annual Meeting of the Southern Association of Agricultural Scientists, Rural Sociology Section (New Orleans, Louisiana, February 4-7, 1979).

Alcorn State Univ., Lorman, Miss.; Clemson Univ., S.C. Dept. of Agricultural Economics and Rural Sociology.

Pub Date-Jun 79

Note-456p.; Some pages may not reproduce clearly. For related document, see ED 164 163

Pub Type- Speeches/Meeting Papers (150) -- Collected Works - Proceedings (021)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-Agricultural Education, Area Studies, Aspiration, Banking, Community, Community Attitudes, Community Satisfaction, Conference Reports, *Extension Education, Higher Education, Housing, Occupational Aspiration, *Research Methodology, *Rural Areas, *Rural Development, Rural Urban Differences, *Sociology, *Southern States, Urban Culture

Identifiers-*Rural Sociology, Southern Association of Agricultural Scientists

Sessions during the four day meeting of the Rural Sociology Section explored 14 major areas of interest. Most of the papers presented are included in this document which serves as the proceedings of the 1979 annual meeting. The first session of the meeting was devoted to methodology; four papers were presented and three of them are included in the proceedings. Sessions 2 and 3 dealt with extension sociology and six of those papers are included. The fourth session featured three papers on the sociology of incendiarism; one paper is in the proceedings. Subsequent sessions and the number of papers included in the proceedings on each topic are: Session 5 - Rural Housing, 2 papers; Session 6 - Regional Perspectives in Rural Development, 4 papers; Session 7 - Rural Institutions, 1 paper; Session 8 - Community Satisfaction, 3 papers; and Session 9 - Issues in Agricultural Higher Education, 3 papers. Remaining sessions included such subjects as Rural and Urban Culture, 2 papers; Status Attainment, 3 papers; Occupational Prestige, 2 papers; and Community, 3 papers. Proceedings of the final session, Potpourri'', include 4 papers dealing with (1) methodological problems in rural socioeconomic research; (2) the meaning of food in an Italian community; (3) values in a rural Italian community; and (4) a pilot study of morals and disaffection among poultry processing employees. Final sections of this document include minutes of the 1979 meeting, its program, and a list of participants. (DS)

Jess, James D., Ed.

Rural Education on the Move. People United for Rural Education Conference Report 1979.

People United for Rural Education, Alden, Iowa.
Pub Date-1 Feb 79
Note-47p.; Proceedings of the People United for Rural Education Conference (2nd, Des Moines, Iowa, February 1-2, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Involvement, Conference Reports, Consolidated Schools, Educational Administration, *Educational Finance, Educational Philosophy, *Educational Planning, *Educational Problems, Futures (of Society), Problem Solving, Quality of Life, Rural Development, *Rural Education, *Rural Schools, Rural School Systems, School Budget Elections, School Community Cooperation, School Community Relationship, School Demography, *Small Schools, Speeches, Teacher Education

The problems, challenges, and opportunities of rural education are the focus of the fourteen speeches and nine workshops presented at the second annual conference on rural education, held February 1-2, 1979, in Des Moines, Iowa. Conference proceedings are presented in this newsletter in transcript or summary form. Speeches cover the topics of rural contributions to society, public attitudes toward rural education, the rationale for preserving rural schools, and the growing interest in research on rural education and small schools. The goals of Iowa's Rural ACTION Programs are outlined, and the rural studies curriculum being developed at Southwest State University, Minnesota, is described. Workshop presentations emphasize administrative strategies for solving the problems faced by small schools; effective budgeting, personnel and program sharing, bond issues, building programs, school volunteers, and the community-school relationship are discussed. Other workshop topics include Colorado State University's program to train teachers for rural schools and the Trempealeau County, Wisconsin, project to develop a multi-service telecommunication system to enhance the quality of rural life. (JH)

ED 180 678 RC 011 606

Administering Education for Rural Development. Report of the Advanced-Level Workshop on Education for Rural Development (2nd, Teheran, 9-18 September 1978).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Pub Date-79
Note-78p.
Available from-UNIPUB, Box 433, Murray Hill Station, New York, NY 10016
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administration, Change Agents, Community Change, Cooperation, *Cooperative Planning, *Developing Nations, Education, *Educational Administration, Educational Needs, Functional Illiteracy, Interagency Coordination, Leadership Training, Nonformal Education, Planning, Program Evaluation, *Rural Development, *Rural Education
Identifiers-*Asia, Iran, Korea, Malaysia, Sri Lanka, Thailand, United Nations Economic and Social Council

The primary objective of the workshop was to provide opportunity for participating Member States (Republic of Korea, Malaysia, Sri Lanka, Thailand, and Iran) to develop technical cooperation among themselves through exchange of experiences of their key personnel in the field of education for rural development. Presented in this report are: highlights of National Workshop experiences (synthesis, problems, and issues); strategies for identification of real needs of the community; strategies for training change agents, especially those working at the field-operational level; alternative strategies for managing the integration of formal and non-formal education for rural development; tangible indicators which could be used to evaluate and monitor education for rural development programs; and guidelines for facilitating cooperation and two-way exchange of experiences amongst experts engaged in programs of education for rural development in the countries of the region. Appendices include the workshop agenda and schedule of work, list of participants and officers of the workshop, documentation list, inaugural and welcoming speeches, and follow-up programs proposed for each participating country. (NEC)

ED 180 679 RC 011 623

Johnson, Mike
PRINCIPAL STARS Kodiak Island Borough School District, Alaska.

Pub Date-Mar 79
Note-76p.; Not available in paper copy due to poor print quality
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Academic Education, *Alaska Natives, *Curriculum Development, Dropout Role, *Educational Administration, Educational Improvement, Educational Philosophy, Eskimos, Language Arts, Management Systems, Mathematics Instruction, Parent School Relationship, Program Descriptions, Program Evaluation, Project Applications, Relevance (Education), *Rural Education, School Holding Power, Science Instruction, Secondary Education, Senior High Schools, Skill Development, *Small Schools, Vocational Education, Writing
Identifiers-*Alaska (Kodiak Island), *Secondary Training for Alaskan Rural Students

The manual provides information to assist administrators in deciding whether to adopt and implement the STARS program, a grade 9 and 10 science, math, and language arts curriculum designed to provide Kodiak Island, Alaska, students with academic skills, vocational training, and village skills to be successful whether they choose to go to college, enter a trade, or pursue a traditional village life style. Sections I and II describe the underlying philosophies of the program and what it is designed to do. Section III outlines the overall rational process that was used to develop STARS and the Kodiak Rural High School Curriculum. Section IV provides specific suggestions for administrators: the need for active, involved leadership to coordinate, evaluate, direct, and shape the program, as well as provide support, resources, and assistance to teachers; teacher evaluation procedures to improve instruction and to provide information for employment considerations; teacher hiring procedures; inservice teacher training programs; and longitudinal program evaluation procedures. Sections V and VI review STARS' accomplishments (including lowering the student drop-out rate from 60% to less than 6%, improving attendance, making gains according to standardized tests, gaining 100% support of parents and school board members). The 1978-79 recommendations for the program's future are also provided. (NEC)

ED 180 680 RC 011 641

Danforth, Diana M. And Others
Self-Perceived Health and Life Outlook Among the Rural Elderly.
Pub Date-Mar 79
Note-18p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Age Differences, Comparative Analysis, Dependents, Education, Educational Gerontology, *Health, Mobility, Older Adults, Perception, *Rural Population, *Self Concept, *Senior Citizens, Socioeconomic Status, Surveys
Identifiers-*Arkansas

Differences in life outlook and self-perceived health often attributed to age differences among the elderly were found to be more accurately explained by education. The young-old (62-74 years) and the old-old (75 years and older) were compared among 495 elderly in two rural counties in western Arkansas during 1977. The respondents had a median annual household income of $3,600, a median educational level of 8.4 years, and 52% were female. The old-old were more likely to perceive themselves in better health than others their age. But when six variables (sex, age, marital status, per capita income, years of school, and number of days sick in bed) were entered into a predictive model for self-perceived health, differences were explained by education. That is, those with better educations rated their health more positively. There was no difference between the two age groups in sick days, although the old-old reported more days hospitalized and trips to the doctor. However, no predictive model for health status measures was statistically significant. On measures of life satisfaction, the old-old were slightly more pessimistic than the young-old. Conclusions indicated that as educational levels improve, or as the better educated middle-aged population joins the ranks of the elderly, perhaps we can expect them to have an improved outlook on life. Although superior education does not guarantee against physical ailments and ill fate, it does appear to cushion their impact. (Author/NEC)

ED 180 681 RC 011 643

Hines, Charles And Others

Elderly Alaskan Natives in Anchorage: A Needs-Assessment for Social Services Program Planning.

Alaska Univ., Anchorage.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-79

Note-140p.; Appendix M and some maps may not reproduce well due to small print

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Agency Role, *Alaska Natives, Cultural Differences, Cultural Interrelationships, Demography, Emotional Adjustment, Eskimos, Ethnicity, Gerontology, *Government Role, *Human Services, Individualism, Interviews, *Needs Assessment, Nonreservation American Indians, *Senior Citizens, Urbanization, Urban Population

Identifiers-*Alaska (Anchorage), Self Sufficient Living

Eighty-five elderly Alaskan Natives living in Anchorage were interviewed to determine if their needs were being met by programs designed for the elderly on a national level. Agencies serving the elderly were also questioned. Age, sex, and ethnic background of the respondents were compared with the variables of degree of education, marital status, health, religion, income, and such acculturation factors as length of residence in Anchorage, media use, voting patterns, employment, and use of traditional foods, language, and activities. The ethnic background of the old people was 51% Eskimo, 15% Athapascan, 7% Tlingit-Haida, and 27% Aleut. About one-half lived alone and nearly all of the respondents relied on themselves for their needs. Although most lived on a minimum income, they seldom expected or requested help from formal agencies. Family, culture, and religion were the three areas where expressed needs were most frequently indicated. Three major findings of the study emerged: (1) the old people have a relatively high degree of life satisfaction; (2) they very much desire to retain cultural ties and values; and (3) communication is the main obstacle to

coping in the urban environment. Recommendations of the study include more consistency in health care and providers, senior housing projects, transportation assistance, and co-ops to help secure native foods. (Author/DS)

ED 180 682 RC 011 676

Deaton, Don

Basic Principles Outdoor Living Skills Series. Instructor Manual.

Missouri Dept. of Conservation, Jefferson City.

Pub Date-79

Note-40p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accident Prevention, Conservation (Environment), Experiential Learning, Food, Learning Activities, *Lesson Plans, *Outdoor Education, Recreational Activities, *Safety Education, *Secondary Education, Skill Development, *Teaching Guides

Identifiers-Air, Missouri, Shelter, *Survival Skills, Water

The priorities for sustaining life air, shelter, water, and food are the subjects of this module designed to give junior and senior high school students the foundation for safe, rewarding experiences in the outdoors. Five 50-minute lesson plans cover the basic need in order of priority: air (3 minutes to survive without it), shelter (3 hours, in extreme conditions), water (3 days), and food (3 weeks). The module contains background information for teachers, outlines for class lectures, lists of materials for each lesson, and learning activities for students. The first lesson provides an overview of outdoor recreation and the ethics of protecting the environment as well as information on the need for air. Two lessons on shelter discuss ways to avoid hypothermia and hyperthermia and outline the effects on body temperature of radiation, convection, evaporation, respiration, and conduction. The lesson on water covers dehydration, control of water loss, and water purification; students try five methods of purifying water. The lesson on food stresses planning caloric intake for outdoor activities. Some information is specific to outdoor conditions in Missouri; a directory of resource people in Missouri's outdoor skills and conservation education programs is provided. A glossary, a wind chill chart, clothing lists, and a bibliography are included. (JH)

Combining Education and Work: Experiences in Asia and Oceania: Australia.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Spons Agency-New Jersey Modern Language Teachers Association.
Pub Date-78
Note-49p.
Available from-UNIPUB, Box 433, Murray Hill Station, New York, NY 10016
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, Community Attitudes, Decentralization, Dropouts, Educational Administration, *Educational Policy, Elective Courses, Enrichment Programs, Government School Relationship, Guidance, *Handicapped Students, Mentally Handicapped, Nonformal Education, *Out of School Youth, Physically Handicapped, Postsecondary Education, Program Development, *Secondary Education, State Legislation, Unemployment, Vocational Education, *Work Experience Programs
Identifiers-*Australia, Australia (New South Wales), Australia (Victoria)

Although there is currently no national approach to career education in Australia, recent economic and labor trends have prompted the reconsideration of work experience and career education programs. Career education does not exist below secondary levels and prevocational training serves only as an introduction to extensive postsecondary technical courses. Work experience programs originally catered to handicapped students, a focus being continued in a New South Wales pilot project to ease the movement of handicapped students into the working world. Work experience programs, now generally considered to be a means of experiencing a work situation and not as specific vocational training, vary greatly in size, scope, aims, availability, and emphasis throughout the country. A trend toward comprehensive education, which integrates general, vocational, and technical education, is increasing the number and general acceptance of such programs. Existing labor/industry laws have been a barrier to work experience programs. In the state of Victoria, the 1974 Education Act overcame legal restrictions on student labor and work experience programs, serving to increase numbers of secondary students there. Non-formal government programs aim at developing the job seeking skills, literacy, and numeracy abilities of out-of-work youth aged 15-19. (SB)

Combining Education and Work; Experiences in Asia and Oceania: Bangladesh.

Dacca Univ., Bangladesh. Inst. of Education and Research.
Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Pub Date-78
Note-56p.
Available from-UNIPUB, Box 433, Murray Hill Station, New York, NY 10016
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, Agricultural Education, Community Attitudes, Curriculum Development, Developing Nations, Dropout Prevention, Economic Development, Economic Disadvantagement, Educational Policy, Educational Programs, *Education Work Relationship, Elementary Secondary Education, Family Planning, *Functional Illiteracy, Health Education, Manpower Development, *Nonformal Education, Outdoor Education, Out of School Youth, Postsecondary Education, Productivity, *Relevance (Education), *Rural Development, Rural Education, Skill Development, Vocational Education, Work Experience
Identifiers-*Bangladesh

Bangladesh stresses the importance of education responsive to the country's development needs and capable of producing, through formal or non-formal methods, skilled, employable manpower. Although no pre-vocational training exists, new curricula have introduced practical work experience in the primary schools and have integrated agriculture, industry, social welfare, and home economics with general education at the secondary level in order to help reduce school dropout and youth unemployment problems. Post-secondary education remains remote and theoretical despite the push to combine work experience and education. Only highly specialized professional degree or vocational/technical programs utilize productive work experience during training. While Bangladesh plans more polytechnics and vocational/technical institutes, current emphasis appears to be centered on improving the quality of life and lowering the 75% illiteracy rate in the poverty ridden country through practical adult education programs of rural development, functional literacy, health, family planning, home economics, agriculture, and fisheries. The Bangladesh Rural Advancement Committee attempted to provide non-formal education in these areas in a self-sustaining program of rural development in the Sylhet district. The program continued for four years but had little funding, an ill-trained staff, and met with limited success. (SB)

ED 180 685 RC 011 710

Lwin, Tun

Combining Education and Work; Experiences in Asia and Oceania: Burma.

Ministry of Education, Rangoon (Burma).

Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date-78

Note-38p.

Available from-UNIPUB, Box 433, Murray Hill Station, New York, NY 10016

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Agricultural Education, Correspondence Courses, Curriculum Development, Economic Development, Educational Planning, Educational Policy, *Education Work Relationship, Elementary Secondary Education, Government School Relationship, *Manpower Development, Nonformal Education, On the Job Training, Out of School Youth, *Postsecondary Education, Productivity, Rural Development, Science Education, *Skill Development, *Technical Education, Vocational Education, *Work Experience Programs

Identifiers-*Burma

Since the 1964 introduction of the New System of Education, based on socialistic moral values and vocational and science training, Burma has attempted to combine formal and non-formal education with productive work experiences. Through a well organized program of compulsory primary education, mass literacy, combined vocational and general education, and on-the-job training, technical and vocational subjects are being added gradually to the regular curriculum at many educational levels. For example, Basic Schools provide initial training so that dropouts (50% of all students aged 9-15) will have at least some vocational skills. Government educational policies are also reflected in the options available to high school graduates including: government employment and enrollment at the Workers' College; on-the-job training supplemented by correspondence courses; enrollment at government technical/agricultural/vocational institutes; or enrollment at eighteen new Regional Colleges which integrate technical and vocational education in twenty fields with a regular two-year college curriculum. Graduates may complete university degrees through university attendance or on-the-job training combined with correspondence courses. The Voluntary Labor Contribution Program provides an opportunity for students at all but basic levels to experience workers' lives, appreciate labor, and contribute to national development. (SB)

ED 180 686 RC 011 711

Combining Education and Work; Experiences in Asia and Oceania: India.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Pub Date-78
Note-62p.
Available from-UNIPUB, Box 433, Murray Hill Station, New York, NY 10016
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agricultural Education, *Educational Policy, Educational Programs, *Education Work Relationship, Elementary Secondary Education, Equal Education, Experiential Learning, Productivity, Quality of Life, Relevance (Education), *Rural Development, *Rural Education, *Vocational Education, *Work Experience Programs
Identifiers-Gandhi (Mahatma), *India

Indian educational policy is based on the Gandhian philosophy that personality development and social transformation result from education based on Socially Useful Productive Work; that is, meaningful manual work resulting in goods or services useful to the community. Decentralized work programs plus a core curriculum are basic to secondary education. They are divided into two tracks preparation for advanced education and a Vocational Spectrum, which emphasizes rural, agricultural, and related vocations. The Vocational Spectrum curriculum consists of language study; foundation courses in self-development, history, and economics; and vocational electives. Despite 1978 recommendations, limited work-experience programs exist in just 41,699 (7%) Indian schools. Only 22% of those schools have adequate equipment; 24% have work-experience teachers. Craft education exists in 30% of all schools, although only 3.5% have adequate equipment. Just .91% of all schools have work-experience or craft workrooms. Programs such as Lok Bharati, established to regenerate rural life with culturally compatible education; the Rural Higher Education Institute, designed to employ research results in villages; the Package Plan for Rural Development through Education, to improve educational relevance in rural areas; and the Rural University Project, to integrate rural education and rural development, successfully employ Socially Useful Productive Work policies. (SB)

Murugasu, V.
Combining Education and Work; Experiences in Asia and Oceania: Malaysia.
Ministry of Education, Kuala Lumpur (Malaysia).
Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Pub Date-78
Note-58p.
Available from-UNIPUB, Box 433, Murray Hill Station, New York, NY 10016
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agency Role, Agricultural Education, Dropout Programs, Educational Policy, *Educational Programs, *Education Work Relationship, Elementary Secondary Education, Equal Education, Government School Relationship, Home Economics, Industrial Education, *Manpower Development, Nonformal Education, Postsecondary Education, Prevocational Education, Rural Development, *Skill Development, Student Attitudes, *Technical Education, Unemployment, *Vocational Education, *Work Experience Programs
Identifiers-*Malaysia

Work oriented education has been tied to national development in Malaysia since the 1960's. Increasing population, unemployment, and shortages of skilled manpower led the government to relate education more closely to work and develop technical and vocational education. Malaysia extended basic education to lower secondary manpower needs; and balanced general, vocational, and technical education. Under the system of mandatory prevocational training introduced at lower secondary levels in 1965, students receive both theory and practice in either industrial arts, agricultural science, home science, or commerce. Upper secondary students attend Technical Schools, which provide technically biased academic education leading to university studies or Vocational Schools, which develop employable skills and a vocationally biased education. Established in 1968, the 23 Vocational Schools provide fundamental scientific knowledge and broad-based skills in order to produce flexible workers adaptable to changing manpower needs. Two Polytechnic Colleges, training middle level engineering technicians and junior business executives, and several Teacher Training Colleges exist. Many nonformal education programs find acceptance among the large youth population. Government agencies, welfare institutions, and private industry provide a wide range of apprenticeships, training, and trade courses. (SB)

Combining Education and Work; Experiences in Asia and Oceania: Nepal.

National Education Committee, Kathmandu (Nepal).
Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Pub Date-78
Note-30p.
Available from-UNIPUB, Box 433, Murray Hill Station, New York, NY 10016
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Affective Objectives, Community Development, Developing Nations, *Educational Policy, Educational Programs, *Education Work Relationship, Elementary Secondary Education, Human Resources, Literacy Education, *Manpower Development, Prior Learning, Productivity, *Program Development, Relevance (Education), *Rural Development, Utilities, *Vocational Education, Work Attitudes, Work Experience Programs, Youth Clubs
Identifiers-*Nepal

The 1971-76 National Education System Plan to modernize education in Nepal and the 1975-1980 Fifth Plan of His Majesty's Government emphasizing vocational education to meet the country's technical manpower needs, are attempts to make education relevant to the needs and aspirations of Nepal by linking education with productive enterprise and egalitarian principles. Resulting reorganized school programs include work programs integral to school curricula; character-building pre-vocational training (currently in fifteen subjects) integrated with general education; and an obligatory work period prior to higher levels of education. An "earning while learning" program and a plan to involve vocational education students in local development projects have been proposed. Little formal adult education exists but government agencies, cottage industries, private agencies, and national youth programs provide a small percentage of the out-of-school population with crafts, religion, agriculture, and literacy training. An equivalency program to give credit for prior learning and experience is planned for those reentering the educational system. Centering in the schools and youth organizations, several projects, including the Education for Rural Transformation Project and the Badikhel Drinking Water Project, have been successful in mobilizing communities towards rural development. (SB)

ED 180 689 RC 011 714

Combining Education and Work; Experiences in Asia and Oceania: New Zealand.

New Zealand National Commission for UNESCO, Wellington.
Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Pub Date-78
Note-62p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Affective Objectives, Agency Role, Continuous Learning, *Cooperative Programs, Educational Change, Educational Planning, Educational Policy, *Education Work Relationship, Equal Education, Federal Programs, Government School Relationship, *Job Development, *Nonformal Education, Rehabilitation Programs, School Industry Relationship, Secondary Education, Skill Development, Technical Education, *Unemployed, *Vocational Education, Work Experience Programs, Youth
Identifiers-*New Zealand

New Zealand is committed to reducing unemployment by providing its youth with more skills and appropriate job opportunities. In line with this policy are recommendations to introduce vocational elements into general education and increase secondary level work experience programs in keeping with the detailed legal, labor, and safety guidelines being prepared. Non-formal education, increasingly responsive to continuing and adult education needs, demonstrates much cooperation among educational systems, industry, and the work force. Plans exist for: an entrepreneurial skills training program for small business owners; an updated national apprenticeship program; and expanded preapprenticeship training. In addition, urban labor cooperatives (such as the Te Kaha Trust, a labor contracting concern providing on-the-job training to unskilled, unemployed, generally ex-convict minority labor) are becoming popular. As part of promoting certain industries, the government subsidizes four job creation training programs: (1) Special Training Programs to teach unemployed youth job-seeking, social, and employable skills while they receive unemployment compensation; (2) the First Job Program to place those with limited work experience; (3) the Skill Promotion Program to place the unemployed in jobs with systematic training programs; and (4) the Additional Jobs Program to expand operations. (SB)

ED 180 690 RC 011 715

Combining Education and Work; Experiences in Asia and Oceania: Pakistan.
Federal Ministry of Education, Islamabad (Pakistan).
Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Pub Date-78
Note-42p.; Prepared through the Bureau of Educational Planning and Management
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Affective Objectives, *Agricultural Education, Developing Nations, Economic Development, Economic Disadvantagement, *Educational Policy, *Educational Programs, *Education Work Relationship, Elementary Secondary Education, Extension Education, Government School Relationship, Human Resources, *Manpower Development, Manpower Needs, On the Job Training, Productivity, Quality of Life, Rural Development, Teaching Methods, Technical Education, Technical Institutes, *Vocational Education, Work Experience Programs
Identifiers-*Pakistan

In Pakistan, academic education is a luxury. Instead, education must be geared to production, solving practical problems, and promoting national development. Since 1951, Pakistan has attempted to bring work and education together and to throw off the structural and attitudinal restrictions of a foreign educational system which strangled tradition, creativity, and initiative. The government's on-going efforts to integrate general and technical education are reflected in the establishment of Agricultural Training Institutions, Vocational Institutes for both sexes, and the Agro-Technical Education Project, which has introduced compulsory vocational education to 1200 schools in the general school system in order to make general education production-oriented. In grades 6-8 in participating schools, one-fifth of school time is devoted to pre-vocational training. In grades 9-10 more specific vocational education is provided in over 60 subjects. Furthermore, the establishment of 26 Polytechnic Schools (one for women) and two Swedish-Pakistani Institutes of Technology has greatly expanded technician training in the country. Admission is by merit to the institutes which teach both technical and management principles in 21 areas. Work and education are combined outside the formal education system in agricultural extension programs, factory on-the-job training, and functional literacy programs. (SB)

Combining Education and Work; Experiences in Asia and Oceania: Philippines.

Department of Foreign Affairs, Manila (Philippines).; Phillipines National Commission for UNESCO.
Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Pub Date-78
Note-38p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Affective Objectives, *Agricultural Education, Business Education, Career Education, Curriculum Development, Developing Nations, Economic Development, Educational Change, *Education Work Relationship, Elementary Secondary Education, Government School Relationship, Home Economics, *Manpower Development, Out of School Youth, Postsecondary Education, Relevance (Education), Rural Development, *Skill Development, Technical Education, Trade and Industrial Education, Unemployment, *Vocational Education, *Work Experience Programs
Identifiers-*Philippines

Since the launching of the New Society in 1972, educational focus in the Philippines has been on manpower development and the creation of employable graduates, thus tying education to economic and national development. Despite an 83% literacy rate, low productivity and employment were cause for a revised elementary/secondary curriculum which begins occupational awareness and pre-vocational training in first grade. In high school there is adequate vocational training for graduating students to obtain initial gainful employment or continue in postsecondary technical institutions. Secondary students also specialize in practical arts geared to home economics, agriculture, industrial arts, business, or fisheries. Part of the curriculum, the Youth Civic Action Program, exposes students at all levels to the socio-economic realities of the country through work-experience projects in health, development, improvement, and food production. To help meet food production needs, the government has initiated the Supervised Farming Program of agricultural work experience which constitutes the core curriculum in thirteen experimental high schools (which teach agribusiness skills for scientific farming), six barrio development schools (which improve quality of life in some of the 33,000 barrios), and seventy postsecondary agricultural/technical schools (which train middle level manpower). (SB)

ED 180 692 RC 011 717

Combining Education and Work; Experiences in Asia and Oceania: Singapore.

Ministry of Education (Singapore).

Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Pub Date-78
Note-38p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Apprenticeships, Economic Development, *Educational Policy, *Educational Programs, *Education Work Relationship, Elementary Secondary Education, Government School Relationship, Human Resources, Industrialization, Inplant Programs, Labor Market, *Manpower Development, Off the Job Training, On the Job Training, Productivity, Released Time, Rural Development, School Industry Relationship, *Skill Development, Skilled Labor, Student Attitudes, Technical Education, *Trade and Industrial Education, Vocational Education, Work Experience Programs
Identifiers-*Singapore

Since Singapore achieved partial self-government in 1955, economic and political considerations have reshaped educational policy and programs to support the transformation to an industrialized country. Changes in the educational systems include: more facilities for technical education and training; a reorganized secondary school system phasing out vocational schools; an Industrial Training Board (ITB) organized to meet requirements for skilled workers; and a new educational program for students not academically inclined. This Basic Course, consisting of a modified primary curriculum and workshop practice, feeds into a Junior Trainee Scheme of vocational training with many courses provided by the ITB. Course offerings reflect the manpower pyramid with its broad base of semi-skilled labor. The Adult Education Board provides additional courses which prepare students for commercial employment. Male Basic Course students may qualify for the three-year Joint Construction Trades Training Scheme, whereby they enter into a training agreement to learn one of four construction trades. The Joint Government-Industry Training Scheme provides qualifying apprentices with four years of training in precision skills. Those already in the labor force may improve their skills in numerous training programs provided by the Adult Education Board, international firms, factories, and other organizations. (SB)

ED 180 693 RC 011 718

Combining Education and Work; Experiences in Asia and Oceania: Thailand.

Ministry of Education, Bangkok (Thailand)
Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Pub Date-78
Note-50p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, Affective Objectives, Agency Role, Agricultural Education, Business Education, Curriculum Development, Dropouts, Educational Change, Educational Policy, *Education Work Relationship, Elementary Secondary Education, Equal Education, Home Economics, Industrial Arts, Literacy Education, Manpower Development, *Nonformal Education, *Out of School Youth, Policy Formation, Prevocational Education, Rural Education, Skill Development, Unemployment, *Vocational Education, *Work Experience
Identifiers-*Thailand

Reflected in priorities of secondary vocational training, agricultural education, and nonformal short courses, Thailand's education policy of "productive work experience" helps solve the problems of those who have an incomplete general education, have negative work attitudes and habits, are untrained dropouts, or are vocationally trained but unemployable. New curricula in the formal educational system provide prevocational training at all levels because of high dropout rates. Vocational secondary schools train students in specific skills for immediate employment. However, a major problem is that national policy is not reflected in the schools, where academic education is valued. The target group for nonformal education is the out-of-school population aged 15-25, who may participate in three main types of activities: rudimentary education, short course vocational training, and information services. Among the many programs available are the government-run interest group program, providing training on any subject on request to any group of 15 or more, and the 45 Mobile Trade Training Schools, providing basic skills required for employment to adults and out-of-school youth in provincial areas. Each mobile school remains in borrowed quarters in one location from one to three years, then moves on to another area. (SB)

ED 180 694 RC 011 719

Semykin, N. P.

Combining Education and Work; Experiences in Asia and Oceania: Union of Soviet Socialist Republics.

Academy of Science, Moscow (USSR).

Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date-78

Note-33p.

Available from-UNIPUB, Box 433, Murray Hill Station, New York, NY 10016

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Affective Objectives, *Career Education, Clubs, Community Involvement, Curriculum, Educational Objectives, Educational Policy, *Education Work Relationship, Elementary Secondary Education, Government School Relationship, Human Resources, Occupational Choice, Outdoor Education, Rural Development, *Rural Education, School Role, Student Attitudes, Student Experience, *Supervised Farm Practice, Teaching Methods, Technical Education, *Vocational Education, *Work Experience Programs

Identifiers-*USSR

Working education in the USSR prepares students for socially useful and productive work by equipping them with the knowledge, abilities, skills and attitudes necessary for collective activities. Working education does not give students a profession but rather prepares them to master one by including in its curriculum professional knowledge and skills, physical exercise, technical problems, practical training, and lab work, all in a productive setting which uses the students' knowledge and stimulates further learning. The program continues through all ten grades in three increasingly complicated stages: grades 1-3, introduction to productive work; grades 4-8, initial knowledge of various technical, ser[illegible] and agricultural activities, and contemporary applicat[illegible] of science in industry and agriculture; grades 9-10, training towards a trade specialty and transition to professional work. Many academic subjects are closely related to the productive activities of working education. In one work-study program being tested, rural students' studies and jobs are sex-determinant. Work, further determined by curriculum, focuses on selecting work objectives which have social significance, are age-appropriate, foster a love of work, and closely approximate real working conditions. Students participate in the complete spectrum of rural agricultural activities, guided in part by experienced local workers. (SB)

Annual Report of Indian Education in Montana. Johnson-O'Malley Activities, Fiscal Year 1977.

Montana State Dept. of Public Instruction, Helena.
Pub Date-77
Note-49p.; For related documents, see ED 156 410-413
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indian Education, American Indians, Annual Reports, Educational Finance, *Educational Programs, Elementary Secondary Education, Enrollment, Expenditures, *Federal Aid, *Program Evaluation, Public Schools, Reservations (Indian), *Resource Allocations, School Activities, Special Programs
Identifiers-*Johnson O Malley Act, *Montana

During fiscal year 1977, the Montana Office of Public Instruction was involved in the administration of Johnson-O'Malley Act (JOM) funding for schools on the Crow, Fort Peck, Fort Belknap, and Rocky Boy's Indian reservations. Following the trend of Montana Indian tribes, the Blackfeet and Flathead tribes became directly involved in contracts with the Bureau of Indian Affairs to manage educational assistance monies for schools on their reservations. Allocations totalling $850,552 provided assistance to approximately 4,064 students. JOM projects included school readiness programs, graduation expenses, bilingual home-school communications, career awareness, instructional aides, curriculum development, incentive awards for school attendance, breakfast programs, remedial and tutorial programs, rental of band equipment, and summer programs. Annual JOM sponsored activities included the statewide Montana Indian Education Conference, the Montana Indian Youth Practicum, and the All-Indian Speech and Debate Tournament. This report presents the school reports of JOM funded projects, the JOM annual financial report, the administrative budget, a summary of allocations, a summary of enrollment, and financial report. Tabular data pertain to JOM allocations and number of eligible Indian students for fiscal years 1948-77, and JOM allocations by reservations. (NEC)

ED 180 696 RC 011 723

Squires, Gregory D.

Bridging the Gap: A Reassessment.

Minnesota State Advisory Committee to the U.S. Commission on Civil Rights, St. Paul.
Pub Date-Jan 78
Note-32p.; For related document, see ED 107 412
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Adjustment (to Environment), American Indian Education, *American Indians, *Civil Rights, Culture Conflict, Disadvantaged Groups, Dropouts, *Educational Programs, *Employment Patterns, Evaluation, Federal Programs, Government Role, Minority Groups, *Opportunities, Postsecondary Education, Secondary Education, Social Problems, Socioeconomic Influences, *Urban Areas
Identifiers-Comprehensive Employment and Training Act, Minneapolis, *Minnesota, St. Paul

This reassessment of a 1975 report on issues in Indian education and employment in the Twin Cities indicates that little progress has been made. Indians are less than half as likely to complete high school as the total Twin Cities' school population, they are three times as likely to be unemployed, and six times as likely to live in poverty. The income of Indian families is approximately one-half the income of other families. The most successful educational program has been the Indian scholarship program which currently enrolls 850-1000 students in college and vocational programs. Although substantiating data is not available, it appears that two alternative schools created to serve Indian students have lower dropout rates and greater parental approval than public schools and an effort to concentrate Indian students within specific public schools is meeting with success. While civil service practices such as Minneapolis' "rule of one" and the maintenance of "promotion only" jobs in St. Paul perpetuate the effect of prior discriminatory employment practices, new policies have opened employment opportunities in the Federal Government and the Minneapolis public schools. The Comprehensive Employment and Training Act (CETA) has placed Indian jobseekers. Recommendations include establishment of alternative Indian education programs, Indian studies curriculum, accurate assessment of educational programs, recording Indian labor force data, active recruitment of Indian employees, and development of a formula to encourage state departments of employment services to more actively place minority job seekers. (NEC)

ED 180 697 RC 011 724

Bottenfield, James F. And Others

Iowa Annual Evaluation Report for Migrant Programs. Fiscal Year 1979.

Iowa State Dept. of Public Instruction, Des Moines.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date-Nov 79

Note-49p.; For related document, see ED 148 520

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Annual Reports, Bilingual Education, Educational Programs, Elementary Secondary Education, Enrollment, *Instructional Programs, Interagency Cooperation, Language Programs, *Migrant Education, Multicultural Education, Parent Participation, *Program Effectiveness, Program Evaluation, Staff Improvement, *State Programs, *Summer Programs

Identifiers-*Iowa

Tabular data and narrative evaluations describe the goals and achievements of Iowa's migrant education programs (three summer session and five regular session programs) operated during fiscal year 1979. A program overview provides summary information on staff utilization, numbers of students served, inservice training activities, medical services provided for students, parent involvement, procedures for recruiting students and establishing their educational needs, cooperation between schools and other agencies, and methods of disseminating information about migrant program activities. Statewide instructional information is presented in tables showing curriculum areas, ages and numbers of students participating, and numbers of students meeting the standards of success in each area. Student success was measured by standardized tests, teacher-made tests, criterion referenced tests, checklists, and observation. Narrative evaluations for three programs provide a brief program description, a summary of objectives and success in meeting objectives, and recommendations based on program strengths and weaknesses. Information about academic gains, enrollment, and attendance is provided in tables. Serving predominately Spanish-speaking students, the programs stressed language development and employed bilingual, bicultural methods. (JH)

Lockart, Barbetta L.

The Pueblo of Laguna.

Pub Date-79

Note-19p.; Not available in paper copy due to poor print quality

Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, *American Indians, Community Services, Delivery Systems, *Demography, *Economic Development, Economic Factors, Educational Opportunities, Employment Opportunities, Governmental Structure, Higher Education, Maps, Natural Resources, Population Trends, Reservations (Indian), *Social Change, Vocational Education

Identifiers-*Laguna Pueblo NM, Tribal Government

Proximity to urban areas, a high employment rate, development of natural resources and high academic achievement are all serving to bring Laguna Pueblo to a period of rapid change on the reservation. While working to realize its potential in the areas of natural resources, commercialism and education, the Pueblo must also confront the problems of housing shortages, adoption of non-Indian priorities, and loss of Laguna traditions and language. The strongest unifying forces on the reservation are the traditional religious activities and strong matrilineal clan system; both remain active and important parts of Laguna life. Much of the change on the reservation stems from the development of its natural resources. The uranium mine offers high wages and is causing many people to return to the reservation. Plans are also underway to develop a total agricultural system. Because of the stress and importance placed on education, Laguna is number one nationally among Indian tribes on the basis of academic achievement. This report on Laguna Pueblo includes information on its natural resources, population, employment sources and opportunities, service delivery, community facilities, social services, educational system, and tribal and village government structures. (DS)

ED 180 699 RC 011 726

Lockart, Barbetta L.

Indian Education: Funding Sources for Public Schools.

Pub Date-79
Note-32p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indian Education, American Indians, Educational Finance, *Elementary Secondary Education, Federal Indian Relationship, Financial Needs, *Financial Support, Government Role, *Public Schools, *School Funds
Identifiers-Indian Education Act 1972, Johnson O Malley Act, Public Law 81 815, Public Law 81 874

Although provisions in countless treaties have mandated Indian educational services, federal and state governments were for many years unenthusiastic about accepting the responsibility for educating the Indian people. Inadequately funded educational services provided by the Bureau of Indian Affairs did little to reflect the realities and needs of the people and Tribes they affected. Yet although the past history of Indian Education has been beset with problems, successful programs are also occurring, and money for the education of Indian children is available to public schools through such legislation as Public Law (PL) 81-815; PL 81-874, Johnson O'Malley funds, and the Indian Education Act of 1972. Other aid sources include Title I, ESEA (PL 89-10); Title VII, Bilingual Education; the RIF "Reading is Fun" program; and Ethnic Heritage grants. This paper describes each of these funding sources and includes such information as funding formulas, what the funds may be used for, and benefits or shortcomings within the various programs. Some of the most frequently advanced complaints against Indian education programs and legislation are discussed, including (1) inadequate funding levels, (2) misuse of funds, (3) programs not designed to meet local needs, and (4) duplication of services within the various programs. (DS)

ED 180 700 RC 011 727

Lockart, Barbetta L.

Vocational Education for American Indians: Then and Now.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-NIE-G-79-0012
Note-18p.; Not available in paper copy due to poor print quality
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Acculturation, *Adult Education, *American Indians, *Career Education, Educational Needs, Federal Indian Relationship, *Federal Programs, *Government Role, Higher Education, Historical Reviews, Vocational Counseling, *Vocational Education
Identifiers-Bureau of Indian Affairs

Vocational training has traditionally been a part of the services provided to Indian people by the Bureau of Indian Affairs, but for many decades the training offered was inadequate and inappropriate and students completing programs were unemployable either on or off the reservation. In 1975 as Indian education began to move from federal control to Indian control, Indian people became more involved in the decisions that affected them and their children. However, even today Indian students do not receive adequate and proper academic and vocational counseling in federal or public schools. Girls in particular have been discouraged from going on to college and have instead been trained for menial jobs such as those with domestic, janitorial, or clerical duties. During this century a number of vocational training programs have greatly affected Indians, including the 1933 Indian Emergency Conservation Work Program, the 1934 Indian Reorganization Act, and the 1946 Navajo Special Education Program. Assimilation programs like the Labor Recruitment and Welfare Program and the Voluntary Relocation Program were not successful because they took people off the reservation and thrust them into trying to cope with a strange culture. Today, present vocational training opportunities include the Higher Education Assistance program, working scholarships, loans, Indian Health Service training, and numerous other programs sponsored by tribes, colleges or through state or federal agencies. (DS)

ED 180 701 RC 011 730

Garcia, Jose D. Minkler, Elton D.

Project Directors' Management Manual: Migrant Education Projects. Title I Migrant Amendment. Public Law 89-750.

Oregon State Dept. of Education, Salem.
Pub Date-79
Note-85p.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Guides, Ancillary Services, *Compliance (Legal), Definitions, *Educational Legislation, Educational Policy, Eligibility, Federal Legislation, Federal Regulation, *Migrant Education, Parent Participation, *Program Administration, *Program Development, Program Proposals, State Legislation, State Programs, Student Recruitment
Identifiers-*Migrant Education Amendment, Migrant Student Record Transfer System, *Oregon

Designed to provide the prospective subgrantee with information necessary to plan, develop, and administer a Title I Migrant project in accordance with federal and state requirements, the manual presents extracts from federal statutes and regulations, Oregon Revised Statutes and Oregon Administrative Rules, Oregon Department of Education operational guidelines, U.S. Office of Education Policy Briefs, and U.S. Office of Education "Final Regulations" (November 13, 1978) as printed in the "Federal Register". Directions for using the Migrant Student Record Transfer System to aid in determining student eligibility, identification, and recruitment are provided. Aspects of proposal preparation discussed include comprehensive needs assessment; objectives; statement of activities; evaluation methods, techniques, and instruments; proposal review; personnel; and salaries. Support service operation guidelines for day care programs, home-school consultants, nutritional services, health services, clothing programs, and transportation of migrant pupils are outlined. Regulations require assurance of effective parental involvement through the state program, such as the use of interstate or local parent councils. A glossary of terms specific to Title I documentation is also provided. (NEC)

1979 State Evaluation Report. North Carolina. Migrant Education.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Compensatory Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Education for the Disadvantaged.
Pub Date-Nov 79
Note-88p.; For related document, see ED 148 518
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, Annual Reports, Cooperative Planning, Educational Programs, Elementary Secondary Education, Enrollment, *Instructional Programs, Interagency Cooperation, Interstate Programs, *Migrant Education, Objectives, *Program Effectiveness, Program Evaluation, Staff Utilization, *State Programs, Student Recruitment, *Summer Programs, Testing Programs
Identifiers-*North Carolina

A report of migrant education program activities for the 1978-79 school year, this document describes identification of eligible students, recruitment, and project development, operation, and evaluation. Chapter 1 discusses progress made in meeting program goals at the state level. These goals, in order of priority, are program continuity, summer programs for interstate and intrastate migrant children, staff development activities, Migrant Student Record Transfer System, and programs for formerly migratory children. Chapter 2 provides information on numbers of children served, instructional activities, supporting services, coordination with non-school agencies, staff composition, community involvement, interstate planning activities, dissemination of program information, and a statewide testing program. Chapter 3, on program effectiveness, reports academic achievement of migrant students and exemplary features of programs throughout the state. The final chapter provides recommendations for the state and local education agencies; these include conducting local needs assessment studies and providing bilingual-bicultural programs for Spanish-speaking migrant children. Appendices contain tables showing enrollment figures, migrant status, age and grade, pupil-teacher ratios, and academic achievement. (JH)

ED 180 703 RC 011 732

Licata, Joseph W. Wildes, James R.
Dimensions of Robustness in Classroom Organization.
Pub Date-15 Oct 79
Note-42p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Black Students, Classroom Communication, *Classroom Environment, Educational Environment, *Effective Teaching, Group Relations, Institutional Characteristics, Nonverbal Communication, Participant Satisfaction, Rapport, *Rural Schools, School Size, Secondary Education, *Small Schools, *Social Relations, Student Evaluation, Student Evaluation of Teacher Performance, *Student Teacher Relationship, Teacher Evaluation, Teaching Techniques, Verbal Communication
Identifiers-*Classroom Robustness, Georgia

Upon identification of the environmental robustness (social interaction) perceived by students and teachers in 6 classrooms in a predominantly black 185 pupil rural secondary school in Georgia, this field study describes and contrasts the structural features of classrooms as a means of producing an improved operational understanding of classroom robustness. Characteristics identified in high robustness classrooms include spontaneous student involvement in tasks; the teacher as a dynamic focal point for the class; informal classroom atmosphere; teachers who tend to be humanistic, flexible, relaxed, and confident.

The Learning Environment Inventory (robustness relationships derived from analysis of variance) suggests that as classroom robustness increases, classroom organization involves less formal rules and regulations, a pace of work which is comfortable for students, just and universal application of student privileges, subject matter well within the ability levels of students, student satisfaction about tasks, clear objectives for student work, and sufficient flexibility in structure to allow for cliqueness. These findings support the central hypothesis that environmental robustness is inversely related to organization routinization. The atypical sample school suggests caution in generalizing these findings to other classroom settings. (NEC)

ED 180 704 RC 011 734

Collier, Malcolm

A Film Study of Classrooms in Western Alaska.

Pub Date-Jun 79
Note-79p.; Photographs may not reproduce clearly
Available from-Center for Cross Cultural Studies, University of Alaska, 7th Floor Gruening Building, Fairbanks, AK 99701 ($5.00 ea., $3.50 ea. for 10 or more copies)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Alaska Natives, American Indians, Biculturalism, Body Language, *Classroom Communication, Classroom Environment, *Cross Cultural Training, *Culture Conflict, Elementary Education, Eskimos, *Films, Nonverbal Communication, Physical Environment, *Student Teacher Relationship
Identifiers-*Alaska

The detailed description and analysis of how "pace" and "flow" affect the quality of interaction in five filmed cross-cultural classroom situations amongst the Alaskan Yupik Eskimos provide illustrations of how the educational process can be helped or hindered by the manner in which students and teachers come together. The film analysis finds distinct differences between Anglo and Native patterns of pace and movement: the slow pace of the Alaskan Natives is accompanied by a soft and rounded style of movement, while Anglos exhibit a fast to moderate pace with linear, abrupt movements. The pace of each group appears to be independent of the other when together and mutual adjustments in pace between groups are few. The analysis suggests that the discrepancy between the Anglo teachers and Native destroy the communication process in the classrooms. Even minor accommodations destroy the communication process in the classrooms. Even minor accomodations on the part of the teachers serve to improve somewhat on the unfortunate pattern. The study confirms the importance of Native teachers for educational success in Alaska, with the critical factor being the nature of their training. Regardless of educational paraphernalia, curriculum content, or even teacher dedication, education cannot occur if there is poor communication in the classroom. (NEC)

ED 180 705 RC 011 735

Hinkle, Glenn E., Ed. And Others

Who Cares? Who Counts? A National Study of Migrant Students' Educational Needs. Final Report.

Ben Bolt-Palito Blanco Independent School District, Tex.; Saint Edward's Univ., Austin, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-79
Grant-G007803218
Note-347p.
Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132) - Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Blacks, *Educational Needs, Educational Programs, Elementary Secondary Education, Mexican Americans, *Migrant Education, Migrant Problems, Minority Groups, *Needs Assessment, Parent Attitudes, Parent Participation, Program Budgeting, Program Coordination, *Program Evaluation, *Program Improvement, Questionnaires, Socioeconomic Influences, State Programs, Student Needs, Student Recruitment, Teacher Education, Teacher Role
Identifiers-California, Florida, *Teacher Corps, Texas

The final report of an extensive national study of migrant students' educational needs, this document reviews the literature, describes specific migrant education programs, and summarizes the findings of two surveys a preliminary survey conducted in California, Texas, and Florida and a nationwide survey. Data from the national survey of administrators, teachers, migrant parents and students, and personnel in state education agencies and institutions of higher education are used to answer six major research questions: (1) What are the educational needs of migrant students? (2) What are the necessary elements of educational programs which will meet these needs? (3) What are the teachers' roles in such programs? (4) What are the training needs of prospective teachers? (5) What training models are needed to meet these needs? (6) What modifications of Teacher Corps regulations should be recommened to encourage the development of such models? Discussion of the findings includes the extent of migrant student needs, the interaction of migrancy with low-income and minority group status, and concerns and implications in the affective domain. Innovative teacher education models are suggested for Teacher Corps consideration. Appendices contain survey forms, a comprehensive directory of migrant education projects in the U.S., and a bibliography of over 700 entries. (Author/JH)

ED 180 706 RC 011 736

Ekanayake, S. B.

A Project on Teacher Training for the Development of the Small School in Sri Lanka.

Ministry of Education (Sri Lanka).
Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).
Pub Date-26 Feb 79
Note-20p.; Paper presented at National Advanced Level Workshop on Continuing Education for Teacher Educators (Colombo, Sri Lanka, February 26-March 9, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Development, Community Involvement, Community Resources, Cross Cultural Training, Cultural Factors, Developing Nations, Educational Needs, Educational Philosophy, Educational Problems, Field Experience Programs, Health Needs, Relevance (Education), Rural Areas, Rural Development, *Rural Schools, *School Community Relationship, *Small Schools, *Teacher Role, *Teacher Workshops
Identifiers-*Sri Lanka

Representatives from 15 villages participated in a workshop planned to give teachers in rural small schools an understanding of the nature and problems of the small school and its community, an appreciation of the cultural background of village people, and the skills to implement practical village development programs. Prior to the workshop, Hingurakgoda Training College conducted a survey to determine educational needs in the Polonnaruwa District. In response to the survey, which revealed problems in the areas of teacher training, administration, and curriculum, the workshop was designed to develop qualities and skills needed by teachers in the small school. Thirty teachers, principals, and villagers met for 4 days in the village of Dalukana and shared an equal role in preparing for and conducting a fact finding mission to determine village resources, cultural factors, health and nutritional problems, and educational needs. Based on the information gathered, a program was planned of small scale projects having immediate and tangible results, e.g., clearing a plot for a school garden, preparing a volley ball court for village use, stocking and distributing first aid kits. At a second session three weeks later, participants discussed successful completion for projects in the areas of agriculture, health, sports and culture, and education. (JH)

ED 180 707 RC 011 737

Claus, Richard

Cooperative Project in American Indian Development. 1979 Summer School Evaluation Report, Title IV, Part A.

Saginaw Public Schools, Mich.
Pub Date-Sep 79
Note-20p.; For related document, see ED 162 815
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-American Indian Culture, *American Indian Education, American Indians, Camp Counselors, Cooperative Programs, Cultural Awareness, *Cultural Enrichment, Elementary Secondary Education, Enrichment Programs, *Inservice Programs, Instructional Materials, Outdoor Education, Parent Attitudes, *Program Evaluation, Public Schools, Recreational Programs, *Resident Camp Programs, Student Opinion, *Summer Programs
Identifiers-*Indian Education Act 1972, Michigan (Saginaw)

The 1979 summer school phase of the Cooperative Project in American Indian Development successfully met its objectives: to conduct a seven-day enrichment program to meet the needs of American Indian elementary school students for cultural awareness, enrichment, and social and recreational activities, and to field test some American Indian curriculum materials; and to conduct a three-day program to provide camp counselor skills to American Indian secondary school students. To fulfill the first objective the three cooperating school districts (with Saginaw, Michigan, as LEA) held a 1 week camp for 64 Indian youngsters. They participated in various outdoor recreational activities and viewed five films and filmstrips about American Indians. A planned 3-day session of inservice training for camp counselors was changed to 2 half-day sessions (orientation and inservice) for 11 counselors and a 2-day canoe and camping trip for 15 secondary school participants. Program evaluation was by questionnaires sent to parents of elementary-aged participants and to secondary-aged participants themselves. Of 25 responding parents, 92% were very pleased with the summer camping program and 83% of twelve responding counselors were satisfied with their training program. (SB)

ED 180 708 RC 011 739

Nitsch, Twylah Hurd

Wisdom of the Seneca.

New York State Education Dept., Albany.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-G0077C0041

Note-86p.

Available from-The University of the State of New York, The State Education Department, Bureau of Bilingual Education, Albany, NY 12234 (limited supply)

Pub Type- Creative Works (030) -- Guides - Classroom - Teacher (052) -- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-American Indian Culture, *American Indian Education, *American Indian Literature, American Indian Studies, Cultural Background, *Curriculum Guides, Elementary Education, *Family Life, Games, Learning Activities, Legends, Life Style, Mythology, Self Actualization, *Values

Identifiers-American Indian History, *Seneca Nation

Written for students and teachers who want to learn more about Seneca history and culture, this booklet presents legends, games, and factual information about the way of life followed by the early Seneca. Introductory material discusses the philosophy of the Seneca, their view of Nature, and the role of legends in the early Clans. Part I contains nine selections on early life, each followed by a list of related activities for students. Topics include the physical features of the early Seneca, food, clothing, the layout of the village, the role of teachers, and the concept of self-discipline as practiced by the Clans. Suggested student activities range from questions for thought and discussion to projects such as building a miniature Seneca village, designing a long house, and preparing a typical Seneca meal. Part II contains traditional legends and games of the eight Clans. The legends feature the animal for which the Clan is named (wolf, bear, beaver, hawk, deer, heron, snipe, and turtle); each conveys a lesson for living in harmony with Nature. The games, testing coordination, endurance, teamwork, and concentration, require simple materials or none at all; they can be played by two players or by teams with any number of participants. The final section, "The Firefly and the Bear", is an example of a play that Seneca children put on for their parents. Line drawings and explanatory diagrams accompany the text. (JH)

Gemmill, Lester B.

Voices of Indian America: A Selected Resource Catalog of Educational Materials for Use in Grades K-12. Reprint.

Wisconsin State Dept. of Public Instruction, Madison.

Report No.-WSDPI-Bull-0059

Pub Date-Oct 77

Note-64p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-American Indian Culture, *American Indian Education, American Indian Literature, Annotated Bibliographies, Biographies, Canada Natives, Cultural Awareness, *Cultural Background, Cultural Enrichment, *Educational Resources, *Elementary Secondary Education, Handicrafts, Legends, Music, Resource Centers, Resource Materials, Tribes

Identifiers-American Indian History, Michigan

Designed to meet the needs of those working with Title IV, Part A programs of the Indian Education Act, 396 selected books, films, records, newspapers, and magazines are listed in this catalog. Since the greater of the entries have been suggested by Indian people from across the nation working with Title IV programs and pertain to tribes in every part of North America, this publication is appropriate for use in any children's library. Some Canadian publications have been included because they are relevant to Michigan. The entries range from 1937 to 1977 and are arranged alphabetically according to the name of the publisher or other primary source with complete address. When compiled in 1977, all were in print and available for purchase. Titles, authors, grade suitability, price, pagination, size, and brief annotations are provided. A title index, American Indian author index, and subject indexes for biographies of men, biographies of women, films, filmstrips, Michigan, newspapers and magazines, and sound recordings are included. Also included are resource materials on music, legends, handicrafts and history. (NEC)

ED 180 710 RC 011 741

Indian Health. Hearing Before the Select Committee on Indian Affairs. United States Senate, Ninety-Sixth Congress. First Session on Indian Health.

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Pub Date-2 Aug 79

Note-99p.; Not available in paper copy due to small print size

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agency Role, American Indian Culture, *American Indians, *Delivery Systems, Federal Aid, Federal Indian Relationship, Health Needs, *Health Services, Medical Care Evaluation, Preventive Medicine, Religious Agencies, *Self Determination, Tribes, *Trust Responsibility (Government), Veterinary Medicine

Identifiers-Congress 96th, *Indian Health Service, Senate Select Committee on Indian Affairs, *Traditional Medicine

The Senate Select Committee on Indian Affairs held its first session on Indian health on August 2, 1979, to consider the Indian Health Service (IHS) and to receive testimony from organizations concerned about the status of Indian health. The National Indian Health Board representatives discussed difficulties related to tribal efforts to achieve an equal partnership with IHS in health care delivery, administrative problems stemming from IHS's rapid growth, a new funding method based on a guaranteed benefits package, and the need for IHS to work with traditional medicine men. The representative of the Association of American Indian Physicians also stressed legitimizing traditional medicine and emphasized the importance of IHS's role as Trust agent for Indian health care. A panel of representatives from various religious groups read a statement of concerns about Indian health care. They recommended that the IHS eligibility status and reports of IHS malpractice be investigated, and that IHS should be sensitive to traditional beliefs. Finally, a representative of the Association of American Veterinary Medical Colleges recommended the addition of veterinarians to IHS preventive medicine teams, perhaps to fulfill proposed public service requirements of veterinary students on scholarship. (SB)

ED 180 711 RC 011 742

Forbes, Norma

An Assessment of the Educational Needs of the Haines Borough School District.

Alaska Univ., Fairbanks. Center for Northern Educational Research.
Spons Agency-Haines Borough Public Schools, Fairbanks, Alaska.
Pub Date-Jun 75
Note-120p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Achievement, *Alaska Natives, Career Education, Counseling Services, *Educational Improvement, Educational Legislation, *Educational Needs, *Educational Problems, Elementary Secondary Education, Federal Aid, Humanistic Education, *Multicultural Education, Needs Assessment, Parent Attitudes, *Program Evaluation, Reading Programs, School Community Cooperation, Student Attitudes, Student Needs, Teacher Attitudes, Teacher Improvement
Identifiers-Haines Borough School District AK, Tlingit (Tribe)

Information obtained from parents, students, school personnel, and community members was the basis for determining the special educational needs of Indian students in the context of the Haines School District as a whole. Assessment methods included standardized tests, observations, interviews, and an educational priorities questionnaire administered to all teachers and a sample of parents. Career education and reading were highest priority for all parents and teachers combined; Tlingit culture and local history programs were supported by Alaska Native groups and, to a lesser degree, by non-Native groups. Standardized measures revealed a high percentage of problems with self-concept and attitude toward school for both Native and non-Native students. Significant differences between Native and non-Native students occurred in reading achievement and, for boys only, in locus-of-power measures. A master plan for educational improvement, based on study findings, gave highest priority to reading improvement programs and Tlingit language and culture courses; other needs were career education, counseling and affective education, increased cooperation between school and community, preschool education programs, and staff improvement activities. The report includes a summary of new federal education laws, especially integrated programs which involve federal funds for Indian education. (JH)

ED 180 712 RC 011 743

Interstate Migrant Education Task Force: Migrant Health.

Education Commission of the States, Denver, Colo.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-ECS-R-131
Pub Date-Nov 79
Note-65p.; For related document, see ED 170 106; Not available in paper copy due to small print size
Available from-Interstate Migrant Education Project, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Child Abuse, Communicable Diseases, *Delivery Systems, Eligibility, Handicapped Children, *Health Conditions, Health Programs, Interagency Cooperation, Living Standards, *Migrant Education, *Migrant Health Services, Migrant Housing, *Neglected Children, Nutrition, Policy Formation, Program Coordination, Quality of Life, Sanitation
Identifiers-*Interstate Migrant Education Task Force, Migrant Student Record Transfer System

Because ill-clothed, sick, or hungry migrant children learn poorly, the Task Force has emphasized the migrant health situation in 1979. Migrant workers have a 33% shorter life expectancy, a 25% higher infant mortality rate, and a 25% higher death rate from tuberculosis and other communicable diseases than the national average. Common among farmworkers, diabetes and hypertension are chronic problems requiring continuous medical care, which is unsatisfied by the fragmented nature of available health services. While not intentional, migrant child neglect is often evident, usually resulting from parental lack of knowledge or resources. Handicapped children remain officially unidentified and unaided because family mobility precludes program eligibility. Among the prime causes of migrant health problems are poor living conditions which are not improved by the often anachronistic relationship between grower and worker. Appropriations are meager for the large migrant health program and complicated eligibility requirements routinely exclude migrants from available Title XIX and XX services. Basically there is little in the way of migrant health resources, insurance, or policy leadership. The Task Force recommends establishing a national task force on migrant health, providing Migrant Student Record Transfer System (MSRTS) health records to physicians and clinics to promote service continuity, and initiating a needs assessment for exceptional children. (SB)

ED 180 713 RC 011 744

Volume I: Testimony. Hearing Before the United States Commission on Civil Rights (Window Rock, Arizona, October 22-24, 1973).

Spons Agency-Commission on Civil Rights, Washington, D.C.
Pub Date-22 Oct 73
Note-479p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC20 Plus Postage.
Descriptors-American Indian Education, *American Indians, Bilingual Education, *Civil Rights, Demography, *Economic Development, *Educational Needs, Elementary Secondary Education, *Employment, Federal Indian Relationship, *Health Services, Natural Resources, Public Schools, Reservations (Indian), Self Determination, Tribal Sovereignty, Tribes

Identifiers-*Navajo (Tribe), Resource Development

Three days of hearings held on the Reservation at Window Rock, Arizona focused on the civil rights of the people of the Navajo Nation. Seeking to explore those areas of economic and social development in which the Navajo could better attain self-determination, the Commission heard testimony on economic development, private employment, health care, and education. Among the witnesses were representatives from state and federal agencies, tribal officials and medical personnel. Testimony was offered by individuals as well as in panel discussions. Peter MacDonald, Chairman of the Navajo Tribal Council, listed control of the schools, economic development programs, and resource development as the basic and primary goals in attaining Navajo civil rights. He cited the slowness of the bureaucratic machinery as being particularly frustrating to tribal development plans. In a panel discussion a Bureau of Indian Affairs official and an anthropologist suggested that the Navajo should be viewed as an underdeveloped nation; help offered should then be considered as an aid to a developing nation rather than merely as another federal program. A panel of doctors and hospital administrators described the severe shortage of medical personnel, equipment, and facilities, citing inadequate funding as the causative factor. The lengthy session on education heard from school administrators, teachers, students, and parents the problems involved in educating the children and youth. (DS)

ED 180 714 RC 011 745

Hearing Before the United States Commission on Civil Rights (Phoenix, Arizona, November 17-18, 1972).

Commission on Civil Rights, Washington, D.C.
Pub Date-17 Nov 72
Note-506p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indian Education, *American Indians, Bilingual Education, Civil Liberties, *Civil Rights, *Economic Development, *Educational Needs, Elementary Secondary Education, *Employment Opportunities, Employment Practices, Federal Indian Relationship, Health Services, Higher Education, Justice, *Medical Services, Natural Resources, Reservations (Indian), Self Determination, Tribes
Identifiers-*Arizona

The U.S. Commission on Civil Rights held two days of hearings in Phoenix to investigate the civil rights status of Arizona Indian Tribes, to ascertain the nature and extent of their problems, and to try to arrive at a means to rectify those problems. The testimony offered at the public session came from representatives of local, state, Federal and Tribal governments, persons from the private sector, and individual citizens. In an opening statement, Donald R. Antone, President of the Intertribal Council of Arizona, spoke of the differences in needs and desires between city-dwelling and Reservations and of the paternalistic intervention in reservation affairs by outside ``do-gooders''. He also listed education, welfare, industrial and tourism development, and taxation and services to Indians by the State of Arizona as the four areas of most critical need. In another overview, two representatives from the Mojave and Colorado Rivers Tribes discussed employment problems, particularly limited chances for job advancement, misuse of Johnson O'Malley funds, enforcement of Public Law 280, poor medical service, and welfare difficulties. Medical needs were further explored in a series of testimony that included three panel discussions by the San Carlos Apaches and Indians residing in Phoenix and Tucson. Also discussed in the hearings were problems relating to education, administration of justice, and employment practices and opportunities. (DS)

Hippler, Arthur E. Wood, John R.

The Subarctic Athabascans. A Selected Annotated Bibliography.

Alaska Univ., Fairbanks. Inst. of Social, Economic, and Government Research.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Feb 74
Grant-NSF-GS-3026; Available from-Institute of Social Economic and Government Research, University of Alaska, 707 A Street, Suite 206, Anchorage, AK 99501 ($15.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Alaska Natives, American Indian Culture, *American Indian Literature, *Anthropology, *Canada Natives, Cultural Background, Cultural Traits, Economic Change, *Ethnography, Ethnology, Legends, Mythology, Personality Studies, Social Change, *Sociocultural Patterns, Tribes
Identifiers-*American Indian History, *Athabascan (Tribe)

One in a series of selected, annotated bibliographies on Alaska Native groups, this work is intended primarily as a research tool for those concerned with the subarctic Indians of North America. Emphasis is on references dating from 1744 to 1972, of a general or cultural anthropological nature with particular attention to culture and personality studies, basic ethnographies, and studies of sociocultural change. Section I, designed for quick reference, lists the literature alphabetically by author. Section II contains both the complete bibliographic information and the reference annotation. The annotations outline the Athabascan information in each referenced work, point out the best works, and clarify shortcomings in others. Section III lists Athabascan literature geographically by tribal group or by area of Canada or Alaska. A general map is provided showing traditional tribal names and locations as a reference to usages in the annotated literature. In Section IV the literature is organized by time of observation; references are arranged alphabetically by author under four periods in Athabascan history: (1) precontact and early white contact,

early 1700's through 1800; (2) 1801-1900; (3) 1901-1940; and (4) contemporary, 1941 through the present. Appendices contain partial lists of unpublished Athabascan literature and Athabascan references in foreign languages. (JH)

Jones, Dorothy M. Wood, John R.
An Aleut Bibliography.
Alaska Univ., Fairbanks. Inst. of Social, Economic, and Government Research.
Pub Date-75
Note-213p.
Available from-Institute of Social Economic and Government Research, University of Alaska, 707 A'' Street, Suite 206, Anchorage, AK 99501 ($15.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Alaska Natives, *American Indian Culture, *American Indian Literature, Anthropological Linguistics, *Anthropology, Archaeology, Cultural Background, Cultural Traits, Economic Development, Eskimo Aleut Languages, *Ethnography, Ethnology, Geography, Legends, *Life Style, Medical Research, Physical Characteristics, *Sociocultural Patterns
Identifiers-*Aleut (Tribe), *American Indian History

A selective survey of the available Aleut literature dating from 1802-1973 and published in English, this annotated bibliography (one in a series on Alaska Native groups) is intended as a research tool for those interested in the sociological aspects of the Aleuts and their culture. Section One, designed for quick reference, lists the literature alphabetically by author. Section Two contains both the complete bibliographic information and the annotations, which outline the Aleut information in each referenced work and, when possible, provide the authors' central theses, their disciplines, and brief biographic information. Section Three organizes the literature under four periods in Aleutian history: precontact and aboriginal; Russian administration to 1867; American administration from 1867 through 1940; and the contemporary period, including the World War II years. Within each period, the references are listed by author and include date of publication, time of observation, title, abstract number, and page in bibliography. Section Four identifies the more important articles and books in eight categories: (1) accounts by explorers, scientists, and travelers; (2) formal history; (3) cultural anthropology; (4) material culture; (5) archaeology and prehistory; (6) physical and medical anthropology; (7) linguistics; and (8) economic development. (JH)

Sweet, James A.

Changes in the Allocation of Time of Young Mexican-American Men and Women: 1960-1976.

Wisconsin Univ., Madison. Center for Demography and Ecology.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
Report No.-CDE-WP-79-29
Pub Date-Jul 79
Grant-HD05876; Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, Birth Rate, Demography, *Employment, Enrollment, Females, Males, *Marital Status, *Mexican Americans, *Population Trends, Tables (Data), Working Women, *Young Adults
Identifiers-Spanish Surnamed

Demographic data for Mexican American women and men, displayed in 30 tables accompanied by summaries, indicate changes in the allocation of time between the ages of 18 and 29 over 17 year period from 1960 to 1976. Trends for Mexican American women indicate person years spent single changed from 3.4 in 1960 to 3.6 in 1976, with a sharp increase in years spent single for the college-educated; between 1970 and 1976 the number of person years spent childless decreased from 4.0 to 3.5 for high school dropouts, from 6.0 to 5.5 for high school graduates, and from 7.9 to 7.75 for college-educated; in 1976 91% of the single years were childless; from 1960 to 1976 there was an increase from 16 to 21% of married years spent childless; an increase from 3.8 to 5.8 person years employed from 1960 to 1976; person years of school enrollment increased from 1.1 in 1960 to 1.8 in 1976; among the college educated there was a rise from 3.5 to 5.7 person years spent in school during this period. For Mexican American men there was little change in the aggregate number of years spent single; the number of married, childless years increased from 1.8 to 2.0 years; years employed declined slightly from 9.4 to 9.2, with a slight increase in years employed by high school dropouts, a decrease of nearly 1 year employed by high school graduates, and a decrease of about one-half year by men attending college; the number of person years spent enrolled in school increased from 1.7 to about 2.0 between 1960 and 1970 and to about 2.7 person years between 1970 and 1976; among college-educated, there was an increase from 5.6 person years enrolled in 1970 to 6.5 by 1976. (NEC)

Larralde, Carlos
Mexican-American: Movements and Leaders.
Pub Date-76
Note-236p.
Available from-Hwong Publishing Co., 10353 Los Alamitos Blvd., Los Alamitos, CA 90720 ($5.95)
Pub Type- Books (010) - Historical Materials (060)

Document Not Available from EDRS.
Descriptors-Activism, *Biographies, Change Agents, Civil Disobedience, Civil Rights, *Community Leaders, Discriminatory Attitudes (Social), Dissent, Educational Discrimination, Illegal Immigrants, Immigrants, Labor Unions, Leadership, Leadership Qualities, Leadership Styles, *Mexican American History, *Mexican Americans, Minority Role, Political Influences, *Political Power, Religious Factors, *Self Determination, Social Change, Social Discrimination, United States History
Identifiers-*Chicanos, La Raza Unida Party, United States (Southwest)

Biographical studies of 20 influential Chicano leaders trace Mexican American history from 1848 to the present. The book is organized chronologically by four historical periods: (1) The Cortinista Movement, 1848-1876; (2) The Teresita Movement, 1888-1905; (3) The Magonista Movement, 1904-1919; and (4) The Chicano Activists, 1920 to the present. Men and women from all walks of life and possessing diverse styles of leadership are represented. Juan Cortina, soldier and statesman, gives his name to the first period, when he called for Chicano unity following the Mexican American War. The second period, corresponding to Porfiro Diaz's presidency in Mexico, is named for Teresa Urrea, mystic and evangelist, who became the symbol of many campaigns against Diaz. The third period is named for the brothers Ricardo and Enrique Magona, journalists and union organizers. Chicano activists in the fourth period include Octaviano Larrazola, New Mexico governor; Emma Tenayuca, labor organizer; and Corky Gonzales, leader of student causes. The biographical sketches, drawn from primary sources as well as published documents, include personal history, family background, and anecdotal material in addition to the biographee's contributions to the Chicano movement. Footnotes follow each biography; appendices contain a chronology, an index, and notes on the photographs that illustrate the text. (JH)

ED 180 719   RC 011 757

Mason, Velma Garcia Baker, George
Growing Up And Feeling Powerful As An American Indian.
Multicultural Drug Abuse Prevention Resource Center, Arlington, Va.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Div. of Resource Development.
Report No.-DHEW-ADM-79-787
Pub Date-78
Contract-271-75-4024
Note-32p.
Pub Type- Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affective Behavior, *American Indian Education, Childrens Books, Cultural Awareness, Cultural Factors, *Drug Education, Elementary Education, Illustrations, *Individual Development, Poetry, Prevention, Reading Materials, Self Actualization, *Self Esteem, Values

Prepared for American Indian school children in grades 4-8, this booklet is a reading resource on drug abuse prevention. The material is based on a concept of primary drug abuse prevention developed by Native American experts involved in various drug abuse programs: primary prevention is a process of recognition and respect for Native cultural values and belief systems as they relate to human growth and development in preparing an individual to deal with his exposure to the use of drugs and alcohol''. Fifteen prose and free verse selections are written in simple language and printed in large type; each is illustrated with a full page drawing or photograph of Indian subjects. The selections are concerned with the themes of accepting human emotions and developing feelings of pride and self worth. Selections titled Buffalo'', Tree'', Flower'', Sun'', and Eagle'' compare qualities in the natural world to positive human qualities, e.g., strength, gentleness, independence, generosity. Other selections discuss feelings of love, hope, joy, sadness, guilt, and anger, stressing the fact that everyone has many different kinds of feelings, both good and bad, and that learning to understand these emotions is part of growing. (JH)

ED 180 720 RC 011 758

Bramstedt, Wayne G.

North American Indians In Towns and Cities: A Bibliography. Public Administration Series: Bibliography P-234.

Pub Date-May 79

Note-75p.

Available from-Vance Bibliographies, Post Office Box 229, Monticello, IL 61856 ($7.50)

Pub Type- Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-Adjustment (to Environment), Alaska Natives, American Indian Culture, American Indians, *American Indian Studies, Anthropology, Biculturalism, Canada Natives, Migration Patterns, *Nonreservation American Indians, Relocation, Research, *Rural to Urban Migration, *Social Science Research, Sociocultural Patterns, Tribes, Urban Culture, Urban Education, *Urbanization

Identifiers-*North America

Sources of information about North American Indians in towns and cities are contained in this bibliography of 850 entries. Citations are primarily in the social sciences; many relate to urban studies, minority peoples, and migration, as well as specific Indian issues. The entries, dating from 1944 to 1978, are listed alphabetically by author, include chapters in books, periodicals, masters' theses and doctoral dissertations (primarily for degrees in anthropology), and newspaper writings. Documents available through ERIC or Dissertation Abstracts International are identified. Introductory material covers the methods used in compiling the bibliography, summarizes research needs in the area of urban Indian documentation, and points out areas where the bibliography is not exhaustive, i.e., newspaper articles, Canadian documents, and theses and dissertations. Discussion of research needs focuses on variety and balance in the choice of urban settings, tribal categories, topics, and investigative methods; greater use of the participant-observer technique; and a thorough review of the literature. (JH)

ED 180 721 RC 011 759

Bramstedt, Wayne G., Comp.

A Bibliography of North American Indians In The Los Angeles Metropolitan Area The Urban Indian Capital. Public Administration Series: Bibliography P-233.

Pub Date-May 79

Note-15p.

Available from-Vance Bibliographies, Post Office Box 229, Monticello, IL 61856 ($1.50)

Pub Type- Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-*Adjustment (to Environment), American Indian Culture, American Indians, *Biculturalism, Needs Assessment, *Nonreservation American Indians, Relocation, *Rural to Urban Migration, *Social Problems, Sociocultural Patterns, Tribes, *Urban Areas, Urban Culture, Urban Education, Urbanization, Vocational Adjustment

Identifiers-American Indian History, *California (Los Angeles)

Sources of information on North American Indians in the Los Angeles metropolitan area are listed in this bibliography of 125 entries relating to urban studies, minority peoples, and migration, as well as specific Indian issues. Citations are organized alphabetically by author under publication type: masters' theses and doctoral dissertations, reports and studies, newspapers (mainly the Los Angeles Herald-Examiner and the Los Angeles Times), journal articles, magazines, and newsletters, selected material in larger works, and unpublished papers. Most entries are dated from the 1970's and late 1960's; note is made of documents obtainable from Dissertation Abstracts International or ERIC. The wide range of topics covered includes adaptation to urban life, health problems, education, employment, cultural affairs, housing, and sociolinguistics. The bibliography is intended to further understanding of Indian problems through increasing accessibility to the literature; college students, teachers, researchers, and persons involved in public administration are potential users. (JH)

ED 180 722 RC 011 760

Graves, Mary A.
Financial Aid.
United Indians of All Tribes Foundation, Seattle, Wash.
Note-45p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indian Education, American Indians, *Educational Finance, Eligibility, Federal Aid, *Federal Programs, Financial Support, Grants, Guidelines, Need Analysis (Student Financial Aid), *Post Secondary Education, Scholarships, Student Costs, *Student Financial Aid, *Student Loan Programs, Tuition Grants, Veterans Education, Vocational Education, Work Study Programs

This workbook assists college and vocational school bound American Indian students in determining their financial needs and in locating sources of financial aid. A checklist helps students assess the state of their knowledge of financial programs; a glossary defines terms pertinent to the realm of financial aid (i.e., graduate study programs, stipend, tuition waiver); a budget form permits students to determine their exact financial expense and income; steps direct students to read catalogs of colleges to select the right school for their needs and then to discuss plans with minority counselors; and directions explain how and when to apply for financial aid, including the completion of the Financial Aid Form. Separate sections outline eligiblity requirements, maximum amount, and percentage rates (where applicable) for various forms of financial aid: federal loans (National Direct Student Loan, Guaranteed Student Loan, Nursing Student Loan, Health Education Assistance Loan, Law Enforcement Education Program, and Health Professions Student Loan); grants (Basic Educational Opportunity Grant, Supplemental Educational Grant, Student State Incentive Grant Program, and Law Enforcement Education Program); the College Work-Study Program; Veterans Administration and Social Security benefits; and Bureau of Indian Affairs (BIA) grants. A sample letter requesting funding, a directory of BIA agency and field offices, and a bibliography of financial aid publications provide additional assistance. (NEC)

ED 180 723 RC 011 762

Taylor, Helen L. Sally

Parent Managed Day Care, Indian-Style.

Pub Date-4 Oct 79

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Indian Education, American Indians, *Board of Education Role, Child Care Centers, *Child Care Workers, Community Involvement, *Day Care Services, *Early Childhood Education, Inservice Education, *On the Job Training, Parent Participation, Preschool Programs, School Community Cooperation, Tribes

Identifiers-Edmonds Community College WA, *Quinault (Tribe), Washington (Taholah)

The efforts of a group of Quinault parents and the Early Childhood Education program of Edmonds College resulted in the establishment of a quality child care program which is parent managed, relevant to the community, and able to meet state requirements for day care. Funded by a Technical Assistance Contract and administered by Alaska Federated Natives, a contract that was college credit based and provided trainers sensitive to the values of Indian people and willing to travel regularly to the small coastal village site provided both the parent board and child care staff training from Edmonds Community College staff. Board member training focused on developing a statement of philosophy, curriculum goals, policies, procedures, and job descriptions. A $75,000 grant to build a center involved the board in examining space and equipment needs and other details of the construction process. Staff members received more intensive and extensive training; a 1 1/2 year program of 45 credits met qualifications for a one year certificate in Early Childhood Education. Courses focused on human growth and development, curriculum methods, behavior management, supervised field experience, and first aid. Because the staff had formerly worked together without training and under poor supervision, bad habits had been developed and morale was low. The attitude that training was being imposed upon them was never totally overcome. Areas still needing concentration include staff turnover, "the baby sitter image", inservice training for new employees, and improved bookkeeping procedures. (NEC)

ED 180 724 RC 011 763

Evans, G. Edward Abbey, Karin

Bibliography of Language Arts Materials For Native North Americans: Bilingual, English as a Second Language and Native Language Materials, 1975-1976 With Supplemental Entries for 1965-1974. American Indian Bibliographic Series, No. 2.

California Univ., Los Angeles. American Indian Studies Center.

Spons Agency-California Univ., Los Angeles. Graduate School of Library and Information Science.

Pub Date-79

Note-154p.; For related document, see ED 153 763

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Alaska Natives, *American Indian Languages, American Indians, *Annotated Bibliographies, Apache, *Bilingual Education, Cree, Elementary Secondary Education, *English (Second Language), Eskimo Aleut Languages, Higher Education, *Language Arts, *Language Instruction, Navajo, Ojibwa, Supplementary Reading Materials

The bibliography includes 369 works, printed or reprinted in 1975 and 1976, which have been or might be used in native language education, bilingual education, or English as a Second Language education for Native North Americans. In addition, 42 items published between 1964 and 1974 are incorporated in the listing. Only English language materials whose main purpose is language instruction and all available materials written wholly or partially in Indian or Eskimo languages are included. These encompass religious tracts, transcriptions of traditional texts, and reprints of earlier works. Entries are presented alphabetically under the native language group for which they were developed. Within each native language, materials are subdivided into bilingual material (both English and the native language); materials monolingual in the native language; materials monolingual in English; and materials of which the language composition is unknown because neither the materials nor an adequate description of them was available. The notation for each entry includes as much bibliographic information as was available from the work itself and from research; in many cases, the information is less complete than one might wish. Following the specific language section is a general language section containing materials not addressed to specific native language groups. Also included are a brief review of government supported Indian education programs and a listing of colleges teaching courses in American Indian languages. (NEC)

ED 180 725 RC 011 764

Blue Dog, Kurt

A Legal Position Paper on Indian Education.

Pub Date-10 Jul 79

Note-39p.; A working paper prepared for The National Advisory Council on Indian Education ; Parts marginally legible

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*American Indian Education, American Indians, Court Litigation, *Federal Indian Relationship, *Federal Legislation, *Government Role, Human Services, Legal Responsibility, Reservations (Indian), Schools, *Treaties, Tribal Sovereignty, Tribes, *Trust Responsibility (Government)

Identifiers-*American Indian History, *United States

The historical involvement of the federal government in the education of the American Indian has always carried with it one clear and consistent underlying theme: the federal government has both explicitly and implicitly acknowledged that there is a federal responsibility to Indian education. Treaties between the United States Government and Indian tribes which provided educational benefits, educational statutory enactments which specifically and implicitly included Indians, the promulgation of regulations concerned with Indian education, and the actions of individuals in a position to influence practical manifestations of Indian education policy have all contributed substantively to the historical development of the federal trust responsibility. This report addresses each of these influences specifically, citing legislation and court litigation, and attempts to define the role of each influence in this historical development. The report concludes that requirements for an Indian Education component within the new Department of Education must include a guarantee of maintenance of the federal trust responsibility, assurance that Indian preference will be implemented as a policy for all of Indian education, and use of the wording "American Indian, Alaska Natives, or Aleuts" in legislation developing the Indian Education Section of the Department of Education. (Author/NEC)

ED 180 726 RC 011 765

Jensen, Kenneth D.

The Economic and Social Impact of the Arctic Co-operative Movement on the Canadian Eskimo.

Pub Date—79

Note—25p.; For related document, see ED 149 900

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Canada Natives, Collective Settlements, Community Development, *Cooperatives, Credit (Finance), *Economic Development, Economic Opportunities, Economic Progress, *Eskimos, Financial Needs, Financial Services, Government Role, Job Training, *Social Change, Socioeconomic Influences, Trade and Industrial Education

Identifiers—Arctic, *Canada, *Self Sufficient Living

Canada's Arctic co-operatives are designed to provide a means of encouraging Eskimos to participate directly in the economic development of the Arctic through the promotion of cooperative ownership and enterprise. They also seek to provide a method of maximizing economic returns in Arctic communities from local businesses and enterprise. Backed by government loans, the cooperative's numbers and success have increased rapidly since their inception in 1959. Total sales volume increased from $209,000 in 1961 to nearly 3.1 million in 1969. Changes beyond the economic benefits have also occurred. Eskimos have moved from merely supplying raw materials to production, purchasing and marketing, thus eliminating unnecessary middlemen. Social benefits include the rise of Pan-Eskimo solidarity and community-wide decision making. The co-ops have also provided a valuable training ground for native leaders. Successful multipurpose co-ops have cut across generational and sexual lines for the full utilization of human resources. Women, in particular, have acquired needed roles and outlets for their talents. The net effect of the co-ops has been a healthier, independent Eskimo population actively participating in the cooperative development of the Canadian Arctic. (DS)

ED 180 727 RC 011 766

Corrections in Montana: A Consultation on Corrections in Montana.
Montana State Advisory Committee to the U.S. Commission on Civil Rights, Helena.
Spons Agency-Commission on Civil Rights, Washington, D.C.
Pub Date-Jan 79
Note-67p.; Proceedings of the Conference of the Montana Advisory Committee (Billings, Montana, December 13-14, 1977)
Pub Type- Reports - Evaluative (142) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*American Indians, Civil Liberties, Civil Rights, Correctional Rehabilitation, *Corrective Institutions, Delinquent Rehabilitation, Discriminatory Legislation, Due Process, *Equal Protection, Females, Government Role, Legal Aid, *Prisoners, *Program Improvement, Racial Discrimination, *Rehabilitation Programs, Sex Discrimination, State Action, State Programs
Identifiers-*Montana

The findings and recommendations of a two-day conference on the civil and human rights of inmates of Montana's correctional institutions are contained in this report. The views of private citizens and experts from local, state, and federal organizations are presented in edited form under seven subject headings: existing prison reform legislation, the role of state government in corrections, corrections philosophy, the history of corrections in Montana, the role of women in corrections, the juvenile offender, and alternatives to traditional concepts of corrections. Key issues were the special needs of female, American Indian, and juvenile offenders and the need for a viable corrections philosophy as a foundation for positive change in Montana's corrections program. Recommendations based on the conference findings include a study to explore alternatives to incarceration, creation of an inmate advocate position, a center to coordinate services to women offenders, and legislation to protect the rights of juvenile offenders. Additional recommendations, in view of the disproportionate number of American Indians in the Montana prison population, are that an American Indian serve on the parole board and that the Department of Institutions, in cooperation with the Indian tribes, hire at least one person especially concerned with alleviation of the cultural and correctional problems of the American Indian offender. (JH)

ED 180 728 RC 011 768

MacDonald, Wayne, Comp. And Others
Safety in Outdoor Adventure Programs. S.O.A.P. Safety Policy.
Pub Date-14 May 79
Note-76p.; Prepared by Safety in Outdoor Adventure Programs, San Francisco, CA
Pub Type- Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Accident Prevention, Camping, Check Lists, Emergency Programs, *Equipment, First Aid, Injuries, *Leaders Guides, Learning Activities, Objectives, *Outdoor Education, Policy Formation, Rescue, *Safety Education, Supervision, Training, Transportation
Identifiers-*Adventure Education, Rock Climbing, Rope Climbing, *Safety In Outdoor Adventure Programs

Drafted in 1978 as a working document for Safety in Outdoor Adventure Programs (S.O.A.P.) by a council of outdoor adventure programmers, checklists outline standard accepted safety policy for Outdoor Adventure Programs and Wilderness Adventure Programs conducted through public or private agencies in California. Safety policy emphasizes: the importance of adequate supervision; proper insurance coverage; proper training and equipment for participants; the presence of first aid and emergency materials; and participant rehearsals for notification, search, rescue and first aid procedures. Checklists outlining goals and objectives, specific equipment needed, applicable forms and materials, and safety procedures are provided for the adventure leader's role and function, emergency procedure, transportation, expedition, campcraft, gardening, service project, rock climbing and rappelling, and adventure ropes course. Appendices present forms and materials for direct use covering first aid kit contents; accident report form; ten basic principles of first aid; first aid at a glance; authorization to treat a minor form; confidential medical history and medical form; emergency phone number list; vehicle travel general safety; vehicle inspection/travel form; garden general safety; garden safety test; hand tools general safety; knots, ropes and slings; climbing log; climbing, rappelling, belaying signals and procedures; pre-trip conditioning; expedition itinerary form; accident near miss form; about backcountry leadership; special equipment for the trip leader; patrol equipment; personal equipment list (backpack); and gasoline stove care and operation. (NEC)

ED 180 729 RC 011 769

Pickard, Jerome P. And Others

Appalachia A Reference Book. Second Edition.

Appalachian Regional Commission, Washington, D.C.

Pub Date-Feb 79

Note-96p.

Pub Type- Reference Materials (130) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Achievement, Age Differences, Agriculture, American Indians, Blacks, Caucasians, Census Figures, *Demography, Differences, *Economic Development, Economic Disadvantagement, Economic Status, Employment Trends, Enrollment, Ethnic Groups, Housing, Income, Industry, Infant Mortality, Labor Force, *Local Government, Metropolitan Areas, Migration, *Natural Resources, Population Growth, Population Trends, *Rural Areas, *Socioeconomic Status, Statistical Data, Unemployment

Identifiers-*Appalachia

With a total area of 197,116 square miles, the Appalachian Region has an uneven distribution of population, income, wealth and natural resources. The Region's 19.3 million people live in 397 counties and 5 independent cities in Virginia. Under 50% of the population live in metropolitan counties while only 25% live in rural counties. In 1975 the Region's natural population growth rate was only about 70% of the nation's. As natural growth has diminished, migratory movements both into and from the Region and within it play a larger role in population changes of local areas. Economic productivity varies from one-sixth above the national average in Allegheny County, Pennsylvania, to less than one-fourth of the U.S. level in eastern Kentucky. Appalachia also varies in the population's age structure, racial and ethnic composition, educational attainment, labor force participation, poverty level, health conditions, and other facets of economic life and socioeconomic wellbeing. This reference book presents information on the Region's topography; population change, concentration and dispersal; population growth trends; population ethnicity; population 65 years of age and older; labor force, employment, and employment trends; employment by industry; personal income; poverty status; education attainment and school enrollment; nonfederal physicians, infant mortality trends; housing; coal production; mineral industry establishments; agriculture and farm land; and local governments. (Author/NEC)

ED 180 730 RC 011 772

Rural Rides A Practical Handbook for Starting and Operating A Rural Public Transportation System. Program Aid Number 1215.

Department of Agriculture, Washington, D.C. Farmers Home Administration.
Pub Date-Oct 78
Note-24p.; Prepared in cooperation with the National Council for the Transportation Disadvantaged
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accountability, Cooperative Planning, Decision Making, Federal Aid, *Fund Raising, *Government Role, *Guidelines, Insurance Programs, Interagency Cooperation, Maintenance, Personnel, *Program Planning, *Rural Areas, Scheduling, Service Vehicles, Shared Services, Social Services, *Transportation

The transportation needs of the 30% of the population living in rural America, particularly those of the elderly, handicapped, poor, isolated, young, carless, and unemployed, are more critical than the needs of their counterparts in urban areas because of the lack of rural public transportation. Yet, only about 1% of the capitol federal investment and annual operating moneys spent on public transportation are allocated to help meet rural needs. Creating and running a public transportation system in a rural area can be a fairly simple job if the guidelines outlined in this handbook are followed. Basic decisions required are: defining the geographic area to be served; identifying the area's priority transportation needs and available resources; agreeing on the public/private ownership mix; specifying the jurisdiction and authority of the sponsor; deciding on the best type of system to meet local needs; and determining if an outside consultant is needed. The most important ingredients are a strong local sponsor and a good manager. Other aspects to consider include personnel, vehicles, routing and scheduling, maintenance, accountability, economic viability, insurance, and funding. More than 93 federal-level programs can fund transportation systems, components, or rides for eligible persons. Pitfalls to avoid include resistance to coordination; a "do-nothing" approach while searching for the "perfect" formula; poor communication; aloofness from the public; and organizational "traps". (NEC)

ED 180 731 RC 011 773

Davis, Frank W., Jr. Burkhalter, David A.

New Insurance Programs for Human Service Transportation Providers. Technical Advisory No. 1.

Tennessee Univ., Knoxville.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.; Office of Human Development (DHEW), Washington, D.C.; Public Services Administration (DHEW), Washington, D.C.

Pub Date-Aug 79

Grant-18-P-00188/4-01

Note-53p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Delivery Systems, Employees, *Human Services, *Insurance Programs, *Motor Vehicles, Rural Education, *Service Vehicles, Social Services, *Transportation, Volunteers

Identifiers-*Liability Insurance

The Insurance Services Office (ISO) of New York has filed two new insurance programs which will become effective nationwide on October 1, 1979, and are of special interest to social service agencies involved with transporting clients. The new insurance classification covering social service transportation programs, Liability Insurance for Vehicles Operated by or Contracted to Agencies, should remove much of the present uncertainty about rates and the willingness of the local agent to write insurance. Rates will fall between rates for school buses and rates for city buses. This new classification is for liability insurance which covers vehicles whether they are owned or leased for a term of one year or more by the social service agency, are donated to the agency without a driver, or are hired under contract by the agency. There are two subcategories: where the drivers of the vehicles are employees of the agency and where the drivers are volunteers or others. The second program, Excess Liability Insurance for Vehicles Owned by Employees and Volunteers, provides excess liability insurance for both the agency and the vehicle owner where vehicles owned by full-time agency employees or volunteers are used to transport agency clients. Information includes advice on how the program affects the availability and cost of insurance, ISO classes of commercial automobiles, primary rate factors based upon vehicle use, names and addresses of state insurance commissioners, rules/farms, copyright explanation, explanatory memorandum, and revised manual rules. (Author/NEC)

ED 180 732 RC 011 774

Hail, Raven

Foods The Indians Gave Us. Coloring Book.

Pub Date-79

Note-24p.

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Indian Culture, American Indians, Art Activities, *Art Materials, *Childrens Literature, *Cultural Awareness, Elementary Education, *Food, *Instructional Materials

Identifiers-*Coloring Books, *Cultural Contributions

This children's coloring book devotes a page to each of twenty of the most familiar American Indian plant foods: avocado, green beans, black walnuts, cocoa, corn, peanuts, pecans, chile peppers, pineapples, popcorn, potatoes, pumpkins, squash, strawberries, sugar maple, sunflowers, sweet potatoes, tapioca, tomatoes, and vanilla. Illustrating each food is a limerick and a black and white cartoon to color. (SB)

ED 180 733 RC 011 775

Rural Programs.

Little (Arthur D.), Inc., Washington, D.C.

Spons Agency-Department of Justice, Washington, D.C.; Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.; Office of Juvenile Delinquency and Youth Development (DHEW), Washington, D.C.

Pub Date-Jun 79

Contract-J-LEAA-013-77

Note-35p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Alternative Schools, Community Programs, Counseling Services, *Delinquency Prevention, *Delinquent Rehabilitation, Delinquents, *Delivery Systems, *Demonstration Programs, Family Programs, Foster Homes, Fund Raising, Human Services, Runaways, *Rural Areas, Rural Urban Differences, Volunteers, Youth Problems, *Youth Programs

Prepared to help rural communities meet the needs of troubled and delinquent youth, this booklet describes exemplary programs implemented in nine rural areas. The introduction outlines the specific problems faced by rural communities and small towns in providing youth services, i.e., limited resources to focus on youth problems, greater distances between providers and consumers, and few opportunities for information exchange among professionals within a state or region. The selected programs illustrate innovative ways of delivering a variety of services including non-secure detention facilities for status offenders and other troubled youth, meaningful recreation and education for rural youth, counseling, crisis intervention, and support for the families of youthful offenders. Program descriptions provide a brief characterization of the community, the impetus for developing the youth program, and a picture of the youth served and the services provided. The programs described are Mountain Plains Youth Service Coalition, Pierre, SD; Foster Home Program, Hamilton, MT; Day and Residential Services for Youth, Opelousas, LA; Rural Transportation Program, Council Bluffs, IA; Alternative School, David, KY; Non-Secure Detention Facility, Marquette, MI; Drop-In Center, Jackson, WY; Family Partners Program, Decorah, IA; and Youth Specialist, Sterling, CO. (JH)

ED 180 734 RC 011 776

Van Rensburg, Patrick

Report From Swaneng Hill Education and Employment in an African Country.

Dag Hammarskjold Foundation, Uppsala (Sweden).
Pub Date-74
Note-246p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Opinion Papers (120)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Community Development, Community Involvement, *Cooperative Programs, Course Descriptions, Developing Nations, Economic Development, Educational Change, Educational Objectives, *Education Work Relationship, Experiential Learning, *Job Development, Justice, *Models, Productivity, Program Descriptions, Relevance (Education), *Rural Development, Secondary Education, Skill Development, Student Attitudes, *Technical Education, Vocational Education, Volunteers
Identifiers-*Botswana

Opened in 1963, the Swaneng Hill School in Serowe, Botswana, was an experiment for its untrained founders whose objectives were to reduce the exclusiveness of secondary education, equip students with skills and knowledge needed for development, make the school a focal point for community development, and instill a sense of social justice in the educated minority. Severe problems in implementing policies, staff turnover, student attitudes, school conditions, and insufficient jobs for graduates caused a slow radicalization of the founders and a change in direction of the school away from the production of intellectuals to the production of workers with skills matched to the market place. Among the strategies the founders employed were a policy of voluntary labor on the part of all staff and students; the creation of the Serowe Builders' Brigade (and subsequently six other trade brigades), a self-financing program to teach construction to students not accepted into secondary school; Boiteko, a model self-help community development project and cooperative enterprise; and the instigation of a course in social and economic development. The founders advocate a dual policy of modernized and popularly based development, a combined work and education curriculum, and reformed secondary education on a mass scale. (SB)

ED 180 735 RC 011 777

Fuglesang, Andreas, Ed.

The Story of a Seminar in Applied Communication. The Dag Hammarskjold Seminar on Communication An Essential Component in Development Work'' (Uppsala, Sweden, August 27-September 9, 1972).

Dag Hammarskjold Foundation, Uppsala (Sweden).

Pub Date-73

Note-141p.; Photographs may not reproduce clearly

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Communication Problems, Communication Skills, Creativity, Developing Nations, *Development, Economic Development, Experiential Learning, Information Dissemination, Information Services, Interdisciplinary Approach, Management, Mass Media, *Models, Organizational Communication, Program Evaluation, Public Health, *Rural Development, *Skill Development, Social Change, Social Development

Identifiers-Africa, Europe

The objective of the two week long 1972 Dag Hammarskjold Seminar was to break away from traditional and theoretical concepts of information work in order to gain a practical insight into communication, especially as it applies to social and economic development. Fifty participants and lecturers from developed and developing countries in Europe and Africa focused on applied communications, management, sensitivity training, the function of work models, and group dynamics in a series of reports, lectures, discussions, and experiments. Following reports of communication programs in each represented country were talks on specific issues, including transition and social change in rural and industrialized societies, the function of communication in the change process, the crucial management problem of internal communications, radio communications, and models as applicable tools. The description of several advertising campaigns illustrated the importance of creativity in communication. Participants scrutinized total communications campaigns in the fields of nutrition, family planning, and traffic. The seminar concluded with a participant evaluation of the program. Some articles in the report are adaptations of the seminar lectures. (SB)

ED 180 736 RC 011 779

Young, Ruth C. John, Bruce M.

Migrant Worker Crew Leaders in Western New York, 1978 Public Policy and Structural Change.

Pub Date-23 Aug 79
Note-20p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Burlington, VT, August 23-26, 1979); For related document, see ED 175 623
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agricultural Laborers, Changing Attitudes, *Crew Leaders, Economic Change, *Farmers, *Farm Labor, Farm Labor Legislation, Farm Management, Interviews, *Migrant Employment, *Migrant Workers, *Role Perception, Social Change, Work Environment
Identifiers-*New York (West)

Interviews conducted with 36 farmers and 175 migrant farmworkers in western New York showed a substantial change in the role of the crew leader during the period from 1951, when no federal or state laws regulated crew leader-migrant relations, to 1978, when a complex set of regulations interceded in the relationship. Farmer interviews showed that only one-third used crew leaders; 34 of the 36 farmers reported that either instead of or in addition to working through crew leaders they hired migrant workers individually. Of the migrant workers interviewed, only 42% had worked with a crew leader at some time in the past year. These findings indicated that migrant work under crew leaders had declined by nearly half since 1953, when a study in the same region showed 65% of the farmers using crew leaders and 81% of the migrants working on crews in the past year. The crew leader role had changed qualitatively as well as quantitatively; regulation of migrant employment had changed the patron-client relationship between crew leader and migrant to a written, contractual arrangement with the crew leader no longer in control of worker wages. Correspondingly, the role of the farmer had changed from producer to manager and labor manager; and the responsibility for social and economic needs of the migrant had shifted from the crew leader to the community, the farmer, and the migrant family network. (Author/JH)

ED 180 737 RC 011 783

Colle, Royal D. And Others

Paraprofessionals in Rural Development. Concept Paper.

Cornell Univ., Ithaca, N.Y. Center for International Studies.

Pub Date-Mar 79
Note-134p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Agricultural Technicians, Agriculture, Community Involvement, Cost Effectiveness, *Delivery Systems, *Developing Nations, Evaluation, Health, *Health Personnel, Nonprofessional Personnel, *Paraprofessional Personnel, Participation, Projects, *Rural Development, Services, Service Workers

To establish a better knowledge base concerning the role of developing nation paraprofessionals in facilitating rural poor access to public services and in order to identify problems that arise in developing these patterns of service, an extensive literature search and compilation and analysis of over 50 health projects and 30 agricultural projects according to a set of 25 variables were performed. Paraprofessionals were denoted as those front-line workers with minimal education serving a semiautonomous role in the delivery of health and agricultural services. Results showed that considerably more research and attention have been focused on new levels of health personnel than on similar role capacities in agriculture services. Training materials, curricula, audio-visual aids, supervision procedures for the village health worker, plus extensive classification systems of health personnel have been developed. In contrast, this research activity represents the first effort to compile data on agriculture paraprofessionals. Findings also showed two major areas have been continually neglected-evaluation measures and community involvement. This seemed especially noteworthy since perhaps the major rationale for using low-level paraprofessionals involves their cost effectiveness as inexpensive personnel with a cultural affinity to the community which promotes participation in development. Further investigation and analysis will be required to confirm the hypothesis that the effectiveness, efficiency, and responsiveness of paraprofessionals will vary directly with their success in linking with participatory local organizations. (Author/NEC)

Martinez, Roger D.
Survey of the Hispanic Population In Colorado.
Colorado State Dept. of Education, Denver.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-78
Note-24p.; For a related document, see RC 011 786
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Biculturalism, Bilingual Education, Bilingualism, Dropouts, *Educational Attitudes, Elementary Secondary Education, Ethnicity, *Ethnic Origins, Family Background, Language Usage, *Mexican Americans, *Mobility, Multicultural Education, Questionnaires, Spanish Americans, *Spanish Speaking, State Surveys
Identifiers-Chicanos, *Colorado, Ethnic Heritage Studies Program Act, Hispanos, Spanish Surnamed

Three hundred twelve respondents representing a cross section of Colorado Hispanic families participated in a 1978 questionnaire survey developed by the Colorado Department of Education to assess the mobility and point of origin of the state's Hispanic population and to provide information about attitudes and feelings concerning the public school education of Hispanic students. Analysis of the data indicated: most Hispanics were not newcomers to the state (71% were born in Colorado, 42% had moved less than 50 miles from their birthplace, 53% were second generation Coloradans, and 4% of their grandparents were born in Colorado); only 6% indicated the Spanish language was never used at home, 54% always spoke Spanish with parents and relatives, and 38% sometimes spoke Spanish at home; 82% of the respondents who had originated in Colorado or New Mexico preferred to be referred to as Spanish Americans'', the majority of those who had originated from Mexico preferred the term Mexican Americans'', and 16% preferred Chicano''; 94% favored a state bilingual/bicultural educational program with the content emphasizing culture, education, self-esteem, and Spanish language; 84% felt a multi-ethnic program for all students was needed; 42% were satisfied with the school's efforts in promoting better understanding among students of all ethnic backgrounds; and 85% felt there was a dropout problem among the Spanish surnamed. (NEC)

Martinez, Roger D.

Ethnic Heritage Study Program: A Learning Experience for the Colorado Educator.

Colorado State Dept. of Education, Denver.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-79

Note-12p.; For a related document, see RC 011 785

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-American Indians, Blacks, *Cultural Background, *Elementary Secondary Education, Ethnicity, Ethnic Relations, Ethnic Studies, *Learning Experience, Mexican Americans, Minority Groups, *Multicultural Education, *Questionnaires, *Teacher Attitudes, Teacher Education, Teacher Improvement

Identifiers-*Colorado, Ethnic Heritage Studies Program Act

This ethnic attitude test is designed to be a learning experience in which Colorado elementary and secondary teachers can share ideas, change attitudes if need be, clarify information, and/or reinforce what they knew to be true all along about the multicultural heritage of the state. Participants are asked to indicate the extent of their agreement with 40 statements concerning ethnic or cultural studies and then compare their choices to the point of view expressed by the Colorado State Department of Education, a position which supports the view that every child should, as an integral part of his education, learn about his own and his neighbor's ethnic heritage and learn to respect cultural differences. The statements probe teacher attitudes concerning special programs for American Indians, Blacks, and Mexican Americans; ethnic stereotypes and cliches; self-determination rights of minorities to control their own programs; and the role of teachers, ethnic leaders, and parents in program planning. (NEC)

ED 180 740 SE 028 792

Academic Scientists and Engineers Increase 3% in 1978. Science Resources Studies Highlights, July 31, 1979.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-79-315

Pub Date-31 Jul 79

Note-5p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Faculty, Colleges, *Employment Statistics, Growth Patterns, *Higher Education, Professional Personnel, Professors, *Scientific Personnel, Scientists, *Surveys, Universities

Identifiers-*National Science Foundation

This report contains the findings of the National Science Foundation (NSF) Survey of Scientific and Engineering Personnel Employed at Universities and Colleges, January 1978. More than 79% of the 2,228 academic institutions surveyed supplied usable data for this report, including 90% of the doctorate-granting institutions where two-thirds of all academic scientists and engineers are employed. (Author)

Busch, Lawrence Lacy, William B.

Sources of Influence on Problem Choice in the Agricultural Sciences: The New Atlantis'' Revisited. Draft.

Pub Date-79
Note-27p.; Paper presented at the annual meeting of the Rural Sociological Society (Burlington, KY, 1979); Contains occasional broken type
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agricultural Research Projects, *Financial Support, Grants, *Research Criteria, Research Problems, Research Proposals, *Scientific Research, Scientists, *Selection

Presented is a discussion of the state of the art of internalist and externalist positions within the literature of sociology and philosophy of science. The research utilizes interviews with scientists from a variety of disciplines in the agricultural sciences, a review of publications, research educational guidelines, and formal organization of each discipline. The limitations of both the internal and external positions are suggested as being subject to change by each scientist, discipline, and institution. (Author/SA)

Foti, Thomas L.

The Natural Divisions of Arkansas: A Three Week Unit. Classroom Guide. Recommended for High School Level Social Studies, Earth Science and Biological Science Classes.

Arkansas Ecology Center, Little Rock.; Arkansas State Dept. of Education, Little Rock.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-79
Grant-G007602051
Note-73p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Biology, *Earth Science, Ecology, Environment, *Environmental Education, Geology, *Interdisciplinary Approach, Natural Resources, Paleontology, Secondary Education, *Social Studies, *Teaching Guides
Identifiers-*Arkansas

This unit is designed to (1) acquaint the student with Arkansas, (2) provide information on what an environment (natural system) is, and (3) provide information on how people relate to the environment as a whole. Natural systems and natural divisions (geographical areas) of Arkansas are described. Included in several sections are questions to direct students' activity. (RH)

ED 180 743 SE 029 303

Wickens, David L., Ed.

Course of Study for Grades Kindergarten Through Twelve, 1979-1981.

California State Dept. of Education, Sacramento.

Pub Date-79

Note-285p.; Not available in hard copy due to copyright restrictions; Photographs may not reproduce well

Available from-Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 (no price quoted)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Curriculum, *Curriculum Development, Curriculum Guides, *Educational Objectives, *Elementary Secondary Education, *Instruction, Interdisciplinary Approach, *State School District Relationship, State Standards, *Statewide Planning

Presented is a resource guide designed for use in program planning at the school district level. The course of study provides an overview of the goals and objectives for 19 curriculum areas from kindergarten through twelfth grade in California. Four of these areas are described both separately and as they are infused into other areas. An overview of commonalities among the goals of the 19 curriculum areas is presented. Each curriculum area is defined in terms of goals and objectives and other descriptive material. The descriptive material includes a point of view to provide background information, vignettes, goals, objectives, samples of learner behaviors, and professional associations and their publications. Instructional strategies are suggested in a limited way. Curriculum areas included are art, bilingual-cultural, business, career, consumer, drama/theatre, language arts, environmental, foreign language, health, home economics, industrial arts, mathematics, multicultural, music, physical education, science, social sciences, and traffic safety. (BT)

ED 180 744 SE 029 331

Spisak, Andrew W. Maxfield, Betty D.

The Effects of Nonresponse Bias on the Results of the 1975 Survey of Doctoral Scientists and Engineers.

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.
Pub Date-79
Note-57p.; Contains small print in Tables and Appendices
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Science, Higher Education, *Manpower Utilization, Professional Personnel, Sampling, *Scientific Personnel, Scientific Research, Scientists, *Statistical Analysis, *Statistical Bias, *Surveys

This report is based on the results of the Survey of Doctoral Scientists and Engineers and the Nonresponse Bias Survey published by the Commission on Human Resources of the National Research Council in 1975. Possible biases in estimates of variables are examined. Estimates based on data from the 1975 survey respondents, plus the nonresponse bias sample, are compared with the survey's statistics, adjusted for nonresponse. Bias is examined by evaluating the differences between the two estimates. (Author/SA)

ED 180 745 SE 029 332

Cassidy, Marie M. And Others

The Extent of Participation of Women in the Sciences. Final Report.

Federation of Organizations for Professional Women, Chevy Chase, Md.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 79
Grant-NSF-GY-11315
Note-401p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-*Career Opportunities, Employment Opportunities, *Employment Trends, Equal Opportunities (Jobs), Females, Feminism, *Higher Education, Professional Education, Professional Personnel, Promotion (Occupational), *Science Careers, Science History, Social Science Research, *Womens Education, Working Women

The body of this paper is divided into three sections, each of which relates to the position of women in science. The authors discuss the extent of the participation of women in science careers, their motivational characteristics, the background of successful women, and the barriers presented to women in science careers. A historical perspective of the position of women in society, ranging from the middle ages to the present time, is the focus of the paper. The authors use a demographic and psychosocial approach in discussing the current status of the participation of women in science. The report reveals present patterns and future trends in education and employment for women in science. (Author/SA)

ED 180 746 SE 029 338

Straumanis, Joan, Ed. Watson, Robert F., Ed.

A Guide to Undergraduate Science Course and Laboratory Improvements.

National Science Foundation, Washington, D.C. Directorate for Science Education.

Report No.-NSF-SE-79-40

Pub Date-79

Note-163p.; Not available in hard copy due to small print throughout entire document

Pub Type- Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Faculty, College Programs, *College Science, Higher Education, *Resource Guides, Science Courses, Science Education, Science Experiments, *Science Laboratories, Science Projects, Subject Index Terms, *Undergraduate Study

Reported are activities carried out at colleges and universities during 1976-1980 with support from the National Science Foundation's Local Course Improvement (LOCI) and Instructional Scientific Equipment Program (ISEP). It is intended as a reference for persons interested in current course and laboratory developments in the sciences at the undergraduate level. The guide contains two sections. The first section is a comprehensive Subject Index permitting ready reference to a large array of undergraduate science activities. The index contains project descriptions, project titles, key subject terms, and equipment names for 804 projects, and is organized alphabetically by keyword. The second section is a complete Project Roster, organized alphabetically by state, and within each state by institution, of all 961 LOCI/RULE and ISEP awards made in the indicated years. The name and telephone number of the project director are provided for those projects for which inquiries are invited by the project director. (Author/HM)

Erlick, Arline C. LeBold, William K.
Factors Influencing the Science Career Plans of Women and Minorities. Supplementary, Report of Poll No. 101 of the Purdue Opinion Panel.
Purdue Univ., Lafayette, Ind. Measurement and Research Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-77
Grant-NSF-GY-11328
Note-92p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Career Opportunities, *Career Planning, Engineering, *Females, *High School Students, *Minority Groups, *Science Careers, Secondary Education, Secondary School Science, Surveys

Presented is a study of the career plans of women and minorities who indicated interest in science careers. The primary purpose of the study is to provide information about the characteristics of women and minorities who do, or do not, choose to pursue science careers. The objective of this study is to assess career intent in relation to home and school influences as well as to self assessments of skills and abilities, achievement, preferences, and aspirations. (Author)

ED 180 748 SE 029 344

White, Edwin Phillip

The Relationship Between Selected Characteristics of Regional USMES Resource Teams to Differences in Levels of Implementation and Diffusion of the USMES Program.

Pub Date-Jul 76
Note-210p.; Ed.D. Dissertation, University of Virginia; Contains occasional light and broken type
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Doctoral Theses, *Educational Research, Elementary Education, *Elementary School Mathematics, *Elementary School Science, Experimental Curriculum, *Interdisciplinary Approach, Mathematics Curriculum, Program Development, *Program Effectiveness, Resource Staff Role, Resource Teachers, Science Curriculum, *Unified Studies Programs, Workshops

This dissertation study attempted to identify factors related to the success of 27 resource teams charged with the implementation and diffusion of the USMES Program. Thirty-four factors, grouped into three clusters (demographic, Resource Team Workshop, and organizational), were selected for study. The data analysis indicates a number of variables are significantly related to the dependent variables and identifies ten independent variables as significant predictors. (MK)

ED 180 749 SE 029 345

Benjamin, Carl And Others
College Arithmetic.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GZ-2998
Note-81p.; For related documents, see SE 029 346-348; Some colored pages may not reproduce well
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Arithmetic, *College Mathematics, *Criterion Referenced Tests, Decimal Fractions, *Diagnostic Tests, *Educational Objectives, Fractions, Higher Education, Measurement, Percentage, *Performance Criteria, Ratios (Mathematics), Tests, Whole Numbers

Presented are student performance objectives, a student progress chart, and assignment sheets with objective and diagnostic measures for the stated performance objectives in college arithmetic. Topics covered include: whole numbers, decimal fractions, fractions, ratio and proportion, percent, powers and roots, and the metric system of measurement. (MK)

ED 180 750 SE 029 346

Benjamin, Carl And Others

College Arithmetic and Pre-Algebra.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Grant-NSF-GZ-2998
Note-104p.; For related documents, see SE 029 345-348; Colored pages may not reproduce well
Pub Type-Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Arithmetic, *College Mathematics, Criterion Referenced Tests, Decimal Fractions, Diagnostic Tests, *Educational Objectives, Fractions, Geometric Concepts, Higher Education, Measurement, Percentage, *Performance Criteria, Ratios (Mathematics), Set Theory, Whole Numbers
Identifiers-*Pre Algebra

Presented are student performance objectives, a student progress chart, and assignment sheets with objective and diagnostic measures for the stated performance objectives in college arithmetic and pre-algebra. Topics covered include: sets, whole numbers, integers, decimal fractions, fractions, ratio and proportion, percent, powers and roots, the Pythagorean theorem, measurement, and open sentences. (MK)

Benjamin, Carl And Others
College Algebra I.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GZ-2998
Note-123p.; For related documents, see SE 029 345-348; Colored pages may not reproduce well
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Algebra, *College Mathematics, *Criterion Referenced Tests, *Diagnostic Tests, *Educational Objectives, Higher Education, Inequalities, Mathematical Vocabulary, *Performance Criteria, Ratios (Mathematics), Set Theory, Tests
Identifiers-*Equations (Mathematics)

Presented are student performance objectives, a student progress chart, and assignment sheets with objective and diagnostic measures for the stated performance objectives in College Algebra I. Topics covered include: sets; vocabulary; linear equations; inequalities; real numbers; operations; factoring; fractions; formulas; ratio, proportion, and variation; relations and Cartesian products; systems of equations; exponents; and quadratic equations. (MK)

Benjamin, Carl And Others
College Algebra II.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GZ-2998
Note-77p.; For related documents, see SE 029 345-347; Colored pages may not reproduce well
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Algebra, *College Mathematics, Criterion Referenced Tests, *Diagnostic Tests, *Educational Objectives, Fractions, Higher Education, Number Systems, *Performance Criteria, Set Theory, Tests
Identifiers-*Equations (Mathematics)

Presented are student performance objectives, a student progress chart, and assignment sheets with objective and diagnostic measures for the stated performance objectives in College Algebra II. Topics covered include: differencing and complements; real numbers; factoring; fractions; linear equations; exponents and radicals; complex numbers, relations and functions; quadratics; determinants; factorials, combinations and permutations; binomial theorem; summation motation; and progressions. (MK)

Ritter, John E., Jr.

Introductory Materials Laboratory.

Massachusetts Univ., Amherst.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jun 71
Grant-NSF-GY-4709
Note-50p.; Paper presented at the American Society for Engineering Education Workshop for Teachers of the First Course in Engineering Materials (United States Naval Academy, Annapolis, MD, June 23-25, 1971)
Pub Type- Guides - General (050) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Engineering, *Engineering Education, Evaluation, *Higher Education, *Laboratory Techniques, Science Courses, Science Education, *Science Experiments, *Teacher Workshops, Teaching Techniques
Identifiers-*Materials Science

Described is an introductory materials science laboratory program which emphasizes crystal structure both on the atomistic and microscopic scale and the dependence of materials properties on structure. The content of this program is classified into four major areas: (1) materials science, (2) mechanical behavior of materials, (3) materials testing and evaluation, and (4) mechanical processing of materials. An introduction presenting the program objectives is also included. (HM)

ED 180 754 SE 029 357

Math 1813 (PIPI): Analytic Geometry.

Oklahoma State Univ., Stillwater. Coll. of Engineering.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 71
Grant-NSF-GY-9310
Note-287p.; For related document, see SE 029 358
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Analytic Geometry, Audiovisual Aids, College Curriculum, *College Mathematics, *Higher Education, *Mastery Learning, *Mathematics Curriculum, Mathematics Instruction, Performance Based Education, Problems, *Programed Instruction, Programed Materials, Self Evaluation, *Study Guides, Transformations (Mathematics), Trigonometry
Identifiers-Conics (Mathematics), Parameters (Mathematics)

This study guide, designed for use at Oklahoma State University, contains lists of activities for students to perform based on the mastery of learning concept. The activities include readings, problems, self evaluations, and assessment tasks. The units included are: Lines in a Plane, Conics, Transformations, Polar Coordinates, 3-Dimensional Analytics, and Parameters. (MK)

ED 180 755 SE 029 358

Blose, Murray M. And Others

Math 1715/1613 (PIPI): Algebra and Trigonometry.

Oklahoma State Univ., Stillwater. Coll. of Engineering.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jan 72
Grant-NSF-GY-9310
Note-150p.; For related document, see SE 029 357
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Audiovisual Aids, College Curriculum, *College Mathematics, *Higher Education, *Mastery Learning, *Mathematics Curriculum, Mathematics Instruction, Performance Based Education, Probability, Problems, *Programed Instruction, Programed Materials, Self Evaluation, *Study Guides, Trigonometry
Identifiers-*Functions (Mathematics)

This study guide, designed for use at Oklahoma State University, contains lists of activities for students to perform based on the mastery of learning'' concept. The activities include readings, problems, self evaluations, and assessment tasks. The units included are: Functions, Exponential and Logarithmic Functions, Trigonometric Functions, Polynomial Functions, Trigonometric Equations and Identities, Numerical Trigonometry, Combinatorics, Probability, Linear Algebra, Complex Numbers, and Sequences. (MK)

ED 180 756 SE 029 364

Hauser, Jean G. Yonke, Arthur

Project CREATION. Proposal Submitted to the Joint Dissemination and Review Panel of the National Diffusion Network (N.D.N.).

Illinois State Board of Education, Springfield.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-5 Jun 78

Note-13p.; Contains occasional marginal legibility ; Research prepared at LaSalle-Peru Township High School

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Conservation Education, Curriculum, *Curriculum Development, Curriculum Evaluation, *Environmental Education, *Interdisciplinary Approach, *Program Descriptions, Science Education, Secondary Education, Social Sciences, Technology

Described is an interdisciplinary curriculum of science and social science for the teaching of environmental education at the high school level. The curriculum is designed for use with either one or two semesters of a class meeting for 50 minutes, five times per week. The document outlines the components of the curriculum and presents extensive data and analyses of effectiveness measurements of cognitive gains in topics related to environment following intervention of the described course. (RE)

Student Guide for Environmental Education Program. Revised Edition.
Atlanta Public Schools, Ga.
Pub Date-Sep 73
Note-79p.; Not available in hard copy due to marginal legibility of original document; Pages 38-39, and 72 removed due to copyright restrictions
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Curriculum, *Environmental Education, *Independent Study, Instructional Materials, *Learning Activities, Research Methodology, Research Projects, Science Education, *Secondary Education, *Student Projects, *Student Research, Study Guides, Urban Schools

Presented is a student learning guide for high school students working independently on a self-paced research project in an environmental field. Students are introduced to environmental awareness and the

environmental crisis, and are presented with a variety of techniques helpful in conducting a research project. Included are: choosing a problem, writing a proposal, conducting an interview, planning research, carrying out the research project, and project evaluation. (BT)

ED 180 758 SE 029 369

Ignatiuk, Gerald T.

Influence of the Amount of Time Spent in Field Trip Activities on Student Attitude Toward Science and the Environment. S.S.T.A. Research Centre Report No. 49.

Saskatchewan School Trustees Association, Regina.
Pub Date-Mar 78
Note-26p.; Contains occasional light and broken type ; Prepared through the Research Centre
Available from-The Research Centre, Saskatchewan School Trustees Assoc., 570 Avord Tower, Regina, Saskatchewan, Canada ($1.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Biology, *Educational Research, *Environmental Education, *Field Trips, Instruction, Outdoor Education, *Science Education, *Student Attitudes, Student Reaction, Surveys

The major objective of this study was to determine whether a relationship existed between eleventh-grade biology students' attitude toward science and environmental concepts and their exposure to field trip activities. All students in the sample were using the Biological Sciences Curriculum Study (BSCS) textbook, Green Version. The study was successful in establishing that such a relationship exists. Statistically significant differences in student attitude between pretest and posttest measurements after varying amounts of field work during the 15-week study period were shown. (Author/RE)

ED 180 759 SE 029 370

Mitschke, Barry A.

The Suitability of the Environmental Issues Series (EIS) for the Grade XI Biology Classroom. S.S.T.A. Research Centre Report No. 50.

Saskatchewan School Trustees Association, Regina.

Pub Date-Apr 78

Note-15p.; Contains occasional light type ; Prepared through the Research Centre

Available from-The Research Centre, Saskatchewan School Trustees Assoc., 570 Avord Tower, Regina, Saskatchewan, Canada ($1.00)

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Biology, *Curriculum Evaluation, Curriculum Research, *Environmental Education, *Evaluation, *Evaluation Criteria, Evaluation Methods, Sampling, Secondary Education, *Surveys

Described is a study intended to evaluate a simulation exercise which was part of an environmental education program integrating courses and mini-courses for environmental awareness into existing curricula. Nine teachers and the associated 17 classes and 413 eleventh-grade biology students made up the study population. Techniques of treatment, control, and statistical analysis are detailed. Conclusions, implications, and recommendations for further research are provided. (RE)

In-Depth Survey of Science Programs in New York State, 1973-74.

New York State Education Dept., Albany. Bureau of Statistical Services.; State Univ. of New York, Albany.
Pub Date-74
Note-56p.; Contains light and broken type
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Data Sheets, *Educational Research, Elementary Education, *Elementary School Science, *Science Curriculum, *Science Education, Science Facilities, Science Projects, Secondary Education, *Secondary School Science, *State Surveys

Presented is a compilation of data, developed by the New York State Department of Education from table summaries of school forms, of science programs in New York State in 1973-74. A list of tables is included. Among these tables are: (1) the number of school districts indicating their plans for revision of local science courses (K-12); (2) the number of school districts indicating the science discipline emphasized for the majority of students at grades seven through nine; and (3) the number of school districts indicating the type of facilities used for teaching science to the majority of students in elementary grades. (HM)

ED 180 761 SE 029 378

Hull, E. W. Seabrook

The First Ten Years, National Sea Grant College Program.

National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Pub Date-Mar 79

Note-88p.; Photographs may not reproduce well

Pub Type- Historical Materials (060) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*College Programs, Colleges, *Environment, Environmental Research, *Federal Government, Federal Programs, Higher Education, Marine Biology, Natural Resources, *Oceanology, Research Projects, Science Education

Identifiers-*Sea Grant

Detailed are the first ten years of the Sea Grant Program through 1976. The review is divided into three parts. Part I, Sea Grant Origin and Process, traces the historical development of the program and cites the program's philosophy. Part II, Sea Grant in Action, discusses marine resource development, marine technology, research and development, marine environmental research, marine education and training, and marine advisory services. Part III, Sea Grant Benefits, discusses specific benefits, national needs, and the future of the program. (BT)

Shapley, Willis H. Phillips, Don I.
Research & Development in the Federal Budget: FY 1980. Industry, International. AAAS Report IV.
American Association for the Advancement of Science, Washington, D.C. Committee on Science and Public Policy.
Report No.-AAAS-Pub-79-4
Pub Date-79
Note-152p.
Available from-American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005 (no price quoted)
Pub Type- Reports - General (140)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Budgets, *Development, Federal Aid, *Federal Government, *Financial Support, Foreign Policy, Industry, International Relations, *Program Budgeting, *Research, Research and Development Centers, Research Opportunities, Science Education, Sciences, Scientific Research

The federal government's budgeting process for allocating resources to research and development (R&D) is described. The report includes: The FY 1980 Budget and R&D; R&D Policies in the FY 1980 Budget; The Budget Statistics for R&D; Agency R&D Trends; R&D in Industry; and International Aspects of R&D. (MK)

ED 180 763 SE 029 380

McKay, Maureen Heffernan, Ed.

Mathematics Comprehensive Program Guide: K-8 and Algebra I.

Northern Valley Regional High School District, Closter, N.J.
Pub Date-79
Note-39p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Algebra, *Curriculum Guides, *Educational Objectives, Elementary Secondary Education, Geometry, Graphs, *Mathematics Curriculum, *Mathematics Education, Measurement, Number Concepts, *Program Guides, Set Theory

This mathematics curriculum guide was developed in response to the need for an updated regional mathematics guide identifying common student performance expectations of the professional staff. The expectations, stated as instructional objectives, have been organized into two major components: (1) an overall "Mathematics Comprehensive Program Guide: K-8 and Algebra I," and (2) a separate "Mathematics Grade Level Guide" designed for each grade level K-8. Each of these two components organizes the objectives into six categories: numeration and numbers, operations, sets and set notation, geometry, measurement, and graphs. For each grade level, the two guide components indicate whether the objective is to be introduced, reinforced, mastered, or continued. Certain objectives are designated as optional. (Author/MK)

ED 180 764 SE 029 381

Moser, James M.

The Effect of Calculator Supplemented Instruction Upon the Arithmetic Achievement of Second and Third Graders.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WRDCIS-TR-502
Pub Date-Sep 79
Grant-OB-NIE-G-78-0217
Note-353p.; Report from the Project on Studies in Mathematics; Contains occasional light and broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Achievement, Addition, *Calculation, Division, *Educational Research, Elementary Education, *Elementary School Mathematics, *Mathematics Instruction, Multiplication, Subtraction
Identifiers-*Calculators, *Place Value (Mathematics)

This study was an attempt to provide some evidence on the effects of calculator usage with primary-age children. Specifically, the study compared the performance of children who had access to calculators for an extended period of time, and whose teachers used calculators in specified instructional ways, with children who did not have access to calculators within their daily mathematics lessons. Comparison was made on the performance on experimenter-made tests of arithmetic achievement in the areas of computation and place value. The intent was to study the effect of use of calculators within the context of the regularly used classroom curriculum. The experiment began in the first week of October 1977 with the introduction of the use of calculators by the experimenter. It ended with the final posttest administered in mid-May 1978. At the second-grade level, no statistically significant differences were noted between treatment groups except in the area of subtraction of 1-, 2-, and 3-digit numbers, where the experimental group did better. At the third-grade level, no statistically significant results were found except in the area of place value and division, where again the experimental groups did better. (Author/MK)

ED 180 765 SE 029 383

Lew, Art

Project SOUL: Computer Training Program for High School Students from Disadvantaged Areas. Part III, The Scientific Programming Course. Technical Report.

University of Southern California, Los Angeles. Dept. of Electrical Engineering.

Spons Agency-National Science Foundation, Washington, D.C.
Report No.-USCEE-402-C
Pub Date-Apr 71
Grant-NSF-GJ-0981
Note-135p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Compensatory Education, *Computer Oriented Programs, Computers, *Computer Science Education, Curriculum Development, Disadvantaged Youth, *Educationally Disadvantaged, Mathematics, Program Content, *Program Descriptions, Program Evaluation, *Programing, Sciences, *Secondary Education, Summer Programs

This report details the Scientific Programming Course that is a part of Project SOUL. The course is intended for underprivileged high school juniors and seniors having an interest in mathematics or science and aspirations to attend college. The report is divided into three sections. In section I, the administration and operation of the course as it was offered in the summer of 1970 is discussed. In section II, the contents of the course are described. This section may be used as a guide for the design of curricula for future courses of the same nature. Evaluation of the course and suggested improvements are given in section III of the report. Various course materials and information are appended. (MK)

ED 180 766 SE 029 384

Proceedings: Summer Conference for College Teachers on Applied Mathematics, University of Missouri-Rolla, 1971.

Committee on the Undergraduate Program in Mathematics, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-71
Grant-NSF-CUPM-G-23827
Note-390p.; Contains light and broken type
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Algebra, *Calculus, *College Mathematics, *College Teachers, *Conference Reports, Higher Education, *Mathematical Applications, *Probability, Statistics, Teacher Education
Identifiers-Differential Equations, *Linear Algebra

Proceedings from four sessions of the Summer Conference for College Teachers on Applied Mathematics are presented. The four sessions were: (1) Applications of Elementary Calculus, (2) Applications of Linear Algebra, (3) Applications of Elementary Differential Equations, and (4) Applications of Probability and Statistics. Nine lectures were given in Session I including ``Where Calculus Teaching Fails,'' and ``Miscellaneous Applications and Continuations.'' Sessions II and III included 14 lectures each. Among those in Session II were ``An Electrical Ladder Network,'' and ``Markov Chains.'' Session III included ``Applications of Differential Equations in Biology,'' and ``One-Dimensional Eigenvalue Problems.'' Session IV contained 17 lectures including ``Binomial Probabilities and Applications,'' and ``Elementary Bayesian Statistics.'' (MK)

ED 180 767 SE 029 388

Hopkins, Sally

Concepts in Environmental Education.

South Carolina State Dept. of Wildlife and Marine Resources, Columbia.

Pub Date- 79

Note-39p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Biology, Chemistry, Conservation (Environment), Conservation Education, Curriculum, *Earth Science, *Ecology, *Environment, *Environmental Education, Geology, Natural Resources, Oceanology, *Science Education, Secondary Education, Water Resources, Wildlife Management

Presented is a discussion of the components and concepts of an ecology typical of the coastal southeastern United States. Principles presented are applicable to other areas. The discussion includes several major sections: the environment, wildlife management, freshwater ecosystems, and the estuarine environment. Numerous figures and illustrations supplement the discussions. (RE)

McRobbie, Campbell J., Ed. Power, Colin N., Ed.

Research in Science Education, Volume 8. Proceedings of the Annual Conference of the Australian Science Education Research Association (9th, Mount Gravatt College of Advanced Education, Brisbane, Queensland, May, 1978).

Australian Science Education Research Association.
Pub Date-78
Note-211p.; For Volume 7, see ED 168 815
Available from-Australian Science Education Research Association, School of Education, Flinders University, Bedford Park, 5042, Australia ($A 10.00)
Pub Type- Reports - Research (143) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Curriculum Evaluation, *Educational Research, Elementary School Science, Elementary Secondary Education, Higher Education, *Inquiry Training, *Questioning Techniques, *Science Education, Scientific Enterprise

Presented are the 21 papers which constitute the proceedings of the ninth annual conference of the Australian Science Education Research Association at a meeting in May, 1978. Papers range from philosophical analysis of the language of science teaching to experimental research into the effects of different laboratory skill development strategies, from cognitive development in primary school children to analyses of teaching in university microbiology classes, and from evaluations of facilities and curricula to the rough theatre of the science classroom. Most of the studies fall within the psychometric paradigm and have used its methodologies, although one or two have used philosophical methods of analysis. (Author/PB)

ED 180 769 SE 029 396

State Plan for Fiscal Year 1980. Environmental Education, Phase I.
Kansas State Dept. of Education, Topeka.
Pub Date-13 Feb 79
Note-60p.; Contains occasional light and broken type
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Community Involvement, *Curriculum Planning, Elementary Secondary Education, *Environment, *Environmental Education, Planning, Public Policy, *State Curriculum Guides

The purposes of this first phase of a state environmental education plan are: (1) to present the goals and objectives of environmental education for the state, and (2) to identify responsibility for providing leadership and guidance in meeting the objectives. The plan provides the framework within which detailed action plans will be developed in major areas of: (1) development and implementation of guidelines for planning programs within school districts; (2) in-service programs; (3) preparation and dissemination of continuing education materials for school personnel; and (4) development of curriculum and instructional materials for students. (Author/RE)

ED 180 770 SE 029 398

Rabins, Michael J.

An Introduction to Dynamic Systems and Feedback.

New York Polytechnic Inst., N.Y.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Jul 73

Grant-NSF-GY-2467

Note-76p.; Not available in hard copy due to small print throughout entire document

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Engineering Education, Engineers, *Higher Education, Mathematics Education, *Models, Physics, *Science Education, Social Sciences, *Systems Analysis, *Systems Concepts

This introduction to dynamic systems is intended for freshman and sophomore students in engineering, physical science, or social science. Material has been class tested and has led to increased student interest in further work in systems analysis and operations research. Notes are written for the student and are self-contained. Material can be covered in about 15 lectures and should be followed by additional problem work. Topics covered include input/output causality, causality and problem formation modeling, solution of first order equations, second order systems, and closed loop feedback systems. Appendices provide additional information. (Author/RE)

ED 180 771 SE 029 399

Rounds, James B., Jr. Hendel, Darwin D.

Factor Structure of the Mathematics Anxiety Rating Scale.

Pub Date-Apr 79

Note-34p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979); Contains occasional light and broken type

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Anxiety, Attitude Tests, *College Mathematics, *Educational Research, Educational Testing, Females, Higher Education, Learning Processes, Mathematics Education, Mathematics Instruction, *Sex Differences, Womens Studies

Identifiers-*Mathematics Anxiety

Subjects for this study were female participants in a mathematics anxiety treatment program at a midwestern university. A series of test instruments were administered. Statistical analysis indicates that for this female sample, the domain of mathematics anxiety is best described as primarily test anxiety and only secondarily as anxiety associated with mathematics course activities. The discussion section lists six assertions related to mathematics anxiety suggested by this and other research. (MK)

ED 180 772 SE 029 400

Elementary Science Resource Guide.
Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date-79
Note-71p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Resources, Elementary Education, *Elementary School Science, Instructional Aids, *Process Education, *Science Activities, Science Instruction, *Teaching Guides, Teaching Methods

This guide for elementary teachers provides information on getting ideas into action, designing and implementing the right situation, ways in which to evaluate science process activities with students, and seven sample units. The units cover using the senses, magnets, forces, weather forecasting, classification of living things, and the physical characteristics of water. An appendix provides a variety of books, film sources, supply houses, and other references of value in enriching the science program. (SA)

Connolly, Terry Porter, Alan L.

Women in Engineering: Policy Recommendations for Recruitment and Retention in Undergraduate Programs.

Georgia Inst. of Tech., Atlanta.
Pub Date-Sep 78
Note-14p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Science, Educational Opportunities, *Educational Policy, Engineering, *Engineering Education, *Equal Education, *Females, Guidelines, *Higher Education, Undergraduate Study, Womens Studies

Presented are policy guidelines and recommendations intended to help administrators of engineering colleges facilitate the entry and retention of women in undergraduate programs. The report offers a summary of the status of women in undergraduate engineering programs and future trends of women in engineering schools; two mechanisms that will contribute to the success or failure of women's programs; and a set of proposals upon which administrators can act. (Author/SA)

Gallagher, James Joseph, Ed. Treagust, David F., Ed.

A Supplement to a Guide for Teaching Regional Environmental Planning. Resource Material Development Project: Supplemental Materials for Teaching Regional Environmental Planning in Secondary Schools.

Michigan State Univ., East Lansing. Science and Mathematics Teaching Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jul 79

Grant-G007802612

Note-106p.; For related document, see ED 161 754; Contains occasional light and broken type

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Curriculum Guides, *Curriculum Planning, *Environmental Education, Environmental Influences, *Instructional Materials, *Land Use, *Learning Activities, Models, Planning, *Regional Planning, Secondary Education

Presented is an issue-oriented approach for incorporating regional environmental planning concepts into existing secondary school curricula. Part I describes the use of an issue-oriented approach to teaching regional planning. Models for analyzing an issue are presented. Two sample units are included. Part II presents a summary of environmental planning legislation on the federal, state, regional, and local level. A detailed list of information sources is provided. Part III contains a discussion and illustration of the development of an urban study unit as a means of increasing students' sensitivity to various aspects of their environment. (Author/RE)

ED 180 775 SE 029 404

LaFontaine, Herbert A.

Secondary School Forestry Program: An Evaluation. An Evaluation of Forestry 10 at Charles Bloom Secondary School, Lumby, B.C., 1974-1979. Report No. 79:10.

Spons Agency-Educational Research Inst. of British Columbia, Vancouver.
Pub Date-May 79
Note-22p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Education, *Educational Research, *Education Work Relationship, Employment Opportunities, *Forestry, Industry, Occupations, *Secondary Education, Skill Development, *Surveys, Vocational Education
Identifiers-*Operations (Logging)

Reported is a study which sought to determine whether a grade ten forestry class can provide students with basic skills in logging and to confirm the belief that a substantial number of the program graduates gain employment in the forest industry. Graduates from five years (1974-1979), local logging contractors, and industry personnel were surveyed. Questionnaires were distributed to 19 logging contractors and 90 former students. Opinions were also sought from the class teacher and from supervisory personnel employed in the major, local saw mill operations. Findings of this study suggest that proper skills have been emphasized in the program and that a majority of the former students found employment in the logging industry. (BT)

ED 180 776 SE 029 405

Hohly, Richard

A Basic Problem Solving Skill Not Mastered in the Introductory Calculus Based Physics Course.

Pub Date-Oct 79
Note-13p.; Not available in hard copy due to copyright restrictions; Contains numerous light and broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Science, *Educational Research, Generalization, Higher Education, *Mastery Learning, *Physics, Physics Instruction, *Problem Solving, Skills

It is conjectured that some skill entering into problem solving in physics courses might be responsible for making these courses so difficult. This might be the case if one or more basic problem-solving skills could not be mastered in the time and practice available. In order to test this hypothesis, a model of the way in which students solve problems is proposed. The model has six observable steps based on the structure of the solution; each step is assumed to correspond to a basic skill. For a fairly typical group of students in an introductory calculus-based physics course, it was found that all but two of these skills are learned as well as might be expected. The skills not learned at mastery levels are the recognition of laws that apply and the substitution of all definitions into laws. The later skill is learned rapidly and might be improved upon by additional materials, but the former skill is learned too gradually for substantial improvement to come about through practice. Thus the skill of recognizing which laws apply is likely to be a source of great difficulty presenting an unattainable goal of instruction in its mastery in problem solving. (Author/MK)

Giesbrecht, Edwin C.
The Attainment of Selected Mathematical Competencies by High School Students in Saskatchewan. S.S.T.A. Research Centre Report No. 48.
Saskatchewan School Trustees Association, Regina.
Pub Date-Mar 78
Note-33p.; Contains light and broken type ; Prepared through the Research Centre
Available from-The Research Centre, Saskatchewan School Trustees Association, 570 Avord Tower, Regina, Saskatchewan, Canada ($1.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Educational Assessment, *Educational Research, *Mathematics, Program Evaluation, School Size, Secondary Education, *Secondary School Mathematics, Sex Differences, *Skills

This study measured Saskatchewan high school students' achievement of selected mathematical competencies. It provided baseline data useful to educators for improvement of current educational programs and also provided benchmarks for future assessments. The study also determined the effect of grade level, mathematics program, school enrollment size, and student sex on achievement. Findings indicated: (1) Grade nine students were not able to achieve a majority of the 48 "basic" mathematical competencies released by the National Council of Teachers of Mathematics in 1972; (2) Grade ten students achieved 50% of the competencies while students in grades eleven and twelve achieved a clear majority; and (3) After certain adjustments, statistically significant differences in student mean achievement existed among some grades, mathematics programs, school enrollment sizes, and between sexes. (MK)

ED 180 778 SE 029 407

Fedorak, Allen And Others

Senior Science Enrichment Modules. S.S.T.A. Research Centre Report No. 58.

Saskatchewan School Trustees Association, Regina.

Pub Date-Nov 78

Note-285p.; Not available in hard copy due to marginal legibility of original document

Available from-The Research Centre, Saskatchewan School Trustees Association, 570 Avord Tower, Regina, Saskatchewan, Canada ($6.50)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Interdisciplinary Approach, *Learning Modules, Problem Solving, Science Activities, *Science Curriculum, Scientific Enterprise, Secondary Education, *Secondary School Science, Teaching Guides, Technology, *Values

Presented is a set of learning modules intended for teaching science to students in grades eleven and twelve. Each module incorporates problem solving using the scientific viewpoint and emphasizing the interface between science and society. The fifteen modules presented include the following topics: group dynamics; the value of science; a puzzle entitled "The Lebon Prize"; a role playing experience called "Dr. Stuffy"; nuclear power; the Herzberg lecture on boundaries of knowledge; lifeboat ethics; early science and the nature of matter; Plato, Aristotle and Ptolemy; Copernicus; Galileo; Newton; relativity; twenty ways the world could end; and a theory today. Each module is intended to last approximately one hour. An evaluation of the project is given at the back of the text. The appendices contain a preference survey and a student opinionnaire. (SA)

ED 180 779 SE 029 408

Debes, Peter, Ed.

Recent Master's Thesis Work in Environmental Education and Communications.

National Association for Environmental Education, Troy, Ohio.

Pub Date-Apr 79

Note-38p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Dissertations/Theses (040) - Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Communications, *Educational Research, *Environmental Education, *Facilities, *Graduate Study, *Instruction, Learning, *Nonformal Education, Outdoor Education, Teacher Education

The objective of this document is to make recent master's theses known to professionals and students who may profit from the work of colleagues. The compilation is also intended to serve as an indication of the current nature of graduate education in the field. Included in the compilation are sections covering site analysis; park users and interpreters; media communications; pupil-centered studies; teacher-centered studies; resources, administration, and others; and a section presenting brief descriptions of selected graduate programs in environmental communications in the United States. Each thesis description includes the author, date of completion, institution, department or program, thesis advisor, address of author, availability of thesis, and an abstract. (RE)

Aldridge, Bill G. And Others

The Physics of the Automobile Ignition System: Unit 4A of a Modular Approach to Physics for Technicians. First Trial Edition.

Saint Louis Junior Coll. District, Ferguson, Mo. Florissant Valley Community Coll.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-72

Grant-NSF-GY-9318

Note-156p.; Contains some colored pages which may not reproduce well

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-College Science, *Community Colleges, *Curriculum Guides, Electricity, Higher Education, *Instructional Materials, *Physics, *Science Courses, Science Education, Science Experiments, Science Instruction, Science Tests, Science Units

Presented is a technical physics module designed to meet objectives in electricity and magnetism for students in an introductory physics course and emphasizing laboratory work. Included are basic text materials, prerequisites, objectives, a posttest, experiments, and a teacher's guide. The module is designed to be used on an individual instruction basis or to be supplemented with lectures. The text consists of six sections: (1) introduction, (2) electric current, (3) electromagnetic induction, (4) capacitance, (5) transient currents, and (6) other physical principles important to the ignition system. Five experiments are also included in the text. (HM)

Thier, Herbert D., Comp.
SCIS and the Disadvantaged: A Report From the Field.
California Univ., Berkeley. Science Curriculum Improvement Study.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Mar 70
Note-37p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Culturally Disadvantaged, *Disadvantaged Youth, Economic Disadvantagement, Elementary Education, *Elementary School Science, Informal Assessment, Participant Satisfaction, *Science Course Improvement Project, Science Education, *Science Instruction, Self Concept, *Success Factors
Identifiers-*Science Curriculum Improvement Study

This paper is divided into two sections. The first section presents a discussion of the characteristics of the disadvantaged child and the ways in which the philosophy and approach of the Science Curriculum Improvement Study (SCIS) meets his/her needs. The second half is devoted to the descriptive reports from teachers and administrators in whose schools the SCIS materials were used. Thirteen school systems throughout the United States are discussed. (SA)

ED 180 782 SE 029 419

Saterstrom, Mary H., Comp.

Educators Guide to Free Science Materials. Twentieth Edition.

Educators Progress Service, Inc., Randolph, Wis.
Pub Date-Aug 79
Note-329p.
Available from-Publications Sales Office, Educators Progress Service, Inc., 214 Center Street, Randolph, WI 53956 (no price quoted)
Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Audiovisual Aids, Curriculum Enrichment, Elementary School Science, Elementary Secondary Education, *Filmographies, *Resource Materials, Science Education, Science Materials, Secondary School Science, *Tape Recordings, *Visual Aids
Identifiers-*Free Materials

Presented is an up-to-date, annotated listing of currently available free audiovisual and other science curriculum enrichment aids. Materials are classified into films; filmstrips and slides; tapes, scripts, and transcriptions; and printed materials. Each entry has a brief annotation and the source of the material is identified. In addition to this information, the following sections are presented: publisher's foreword; analysis of Educators Guide to Free Science Materials; general directions (for ordering materials); your letters of request (suggestions for formatting); how to cooperate with the sponsors; evaluation of industry-sponsored educational materials; "Back to the Basics in Science" by John W. Renner; and five indexes (title, subject, source and availability, Australian availability, and Canadian

Kaczala, Caroline And Others

Developmental Shifts in Expectancies and Attributions for Performance in Mathematics.

Pub Date-Apr 79
Note-20p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979); Contains occasional broken type
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Decision Making, *Educational Alternatives, *Educational Research, *Expectation, Mathematics Education, Occupational Choice, Secondary Education, *Secondary School Mathematics, Self Evaluation, *Sex Differences

The variables selected to explore some of the determinants of students' decisions to take or not to take mathematics include measures of one's expectancy for success in mathematics, measures of the incentive value of taking the courses, and measures of selected mediating variables. Seventh and ninth graders of both sexes were tested. Two predictions of results can be made: (1) incentive values and expectancies will drop with age for girls while remaining constant or increasing for boys; and (2) sex differences will be less extreme for seventh graders than for ninth graders. (Author/MK)

Hanna, John W. Silvy, Valeen Adams

Visitor Observations for Interpretive Programming. Departmental Technical Report No. 78-9.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.
Spons Agency-National Park Service (Dept. of Interior), Washington, D.C.
Pub Date-78
Grant-PX-0001-7-0715
Note-21p.; Contains light type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Research, Environment, *Environmental Education, *Evaluation Methods, Natural Resources, Nature Centers, *Nonformal Education, *Outdoor Education, Parks, *Sampling

Identified are systematic visitor observation techniques to provide data to show visitors' reactions to interpretive programming. Use of this data should enhance the ability of the interpretive naturalists to plan, conduct, and evaluate interpretive programming. The suggested techniques can be accomplished without outside help, and can be conducted in the field where first-hand views of the visitor may be garnered in the outdoor environment. The report is divided into two major sections. The first covers methods of observation, and the second deals with the development and application of results. (Author/RE)

ED 180 785 SE 029 422

Science and Engineering Manpower Forecasting: Its Use in Policymaking.
General Accounting Office, Washington, D.C.
Report No.-PSAD-79-75
Pub Date-27 Jun 79
Note-40p.; Contains occasional light type
Available from-U.S. General Accounting Office, Distribution Section, Room 1518, 441 G St., N.W., Washington, D.C. 20548 (single copies free, multiple copies $1.00 each)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Employment Opportunities, *Federal Government, Higher Education, Labor Supply, *Manpower Utilization, Policy Formation, *Role Perception, *Scientific Personnel, Scientific Research, Scientists

This report, prepared by the United States General Accounting Office, focuses on the forecasting of science and engineering personnel in the 1980's and the use of the information in policy formation. The General Accounting Office recommends steps to be taken by the Office of Science and Technology Policy in evaluating the effects of major federal programs on scientists and engineers. The shortage of opportunities for young faculty researchers in the 1980's is recognized and factors needing further investigation are identified. (Author/SA)

ED 180 786 SE 029 423

Davis, Robert B. McKnight, Curtis C.

The Conceptualization of Mathematics Learning as a Foundation of Improved Measurement. Development Report Number 4. Final Report.

Illinois Univ., Urbana. Curriculum Lab.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group.

Pub Date-Oct 79

Grant-HEW-NIE-G-76-0085

Note-105p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Behavioral Science Research, *Behavior Patterns, Classroom Observation Techniques, Computer Assisted Instruction, *Educational Research, Elementary Secondary Education, Error Patterns, Learning, Mathematical Concepts, *Mathematics Education, *Measurement, *Observation, Test Construction, *Testing

This is the final report of a research project. The goal of the project was to record a large collection of mathematical performances by students and to develop a system for analyzing these performances. The subjects observed included students in grades 3, 4, 5, 6, 7, and 9 and three adult groups. Four specific results are reported: (1) a large collection of instances of mathematical behavior; (2) a conceptual framework for interpreting and analyzing these instances; (3) a set of specific phenomena of special interest; and (4) some specific suggestions for further work. Also included are chapters entitled The Present Importance of Testing and Education as an Applied Science. (MK)

ED 180 787 SE 029 425

Parsons, Jacquelynne E. And Others

The Effects of Teachers' Expectancies and Attributions on Students' Expectancies for Success in Mathematics.

Pub Date-Apr 79

Note-14p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979), and the meeting of the Society for Research on Child Development (San Francisco, CA, 1979); Contains occasional broken type in tables

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Research, *Expectation, Feedback, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics, *Sex Differences, Student Attitudes, Teacher Attitudes, Teacher Characteristics

This study investigates the effects of teachers' expectancies and patterns of feedback to students on students' expectancies for success in mathematics. Six predictions involving various levels of expectancy, feedback, and sex were made. Initial statistical analysis supported the proposed relation between teachers' expectancies and student expectancies, but many of the predictions were not supported. Only student sex and teachers' expectancies were found to be significant predictor variables by a stepwise regression. Additional statistical procedures were then carried out; among the findings it was indicated that ``bright'' females were treated differently in each of the two classroom types. (MK)

ED 180 788 SE 029 426

Parsons, Jacquelynne E. And Others

Parental Influences on Junior High School Girls' Mathematical Expectancies and Course Plans.

Pub Date-79

Note-27p.; Paper presented at the annual meeting of the American Psychological Association (New York, NY, 1979); Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Decision Making, Educational Alternatives, *Educational Research, *Expectation, *Females, Junior High School Students, Occupational Choice, Parent Attitudes, *Parent Influence, Secondary Education, *Secondary School Mathematics, *Sex Differences, Student Attitudes

This project investigated the determinants of one's decision to take or not to take mathematics. Conclusions of the study include: (1) parents do have sex-differentiated perceptions of their children's mathematics aptitude despite the similarity in actual performance of boys and girls; and (2) parents as role models of sex-differentiated mathematical behaviors do not have a direct effect on their children's self concepts, expectations, or course plans. (MK)

ED 180 789 SE 029 428

Permaul, Jane S. Gill, Ayesha

Women in Science Career Workshop (SPI 78-08578). Final Report.

Pub Date-78
Note-80p.; Contains occasional marginal legibility in Appendices
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Career Awareness, Career Opportunities, Employment Potential, Employment Qualifications, Females, Graduate Study, *Highe Education, Professional Personnel, *Science Careers, *Scientific Personnel, Scientists, *Working Women, *Workshops

This is the report of a workshop to provide women scientists with an opportunity to learn from each other and to gain support, encouragement, and practical knowledge that could assist them in pursuing their careers. Participation data are summarized according to institutional affiliations, areas of study, and each person's academic status. Data from the evaluation questionnaires are presented in table form. The appendices include a list of participating women scientists and panelists, a workshop program and bibliography, a list of employer representatives, an outline of the media campaign, a program brochure and registration form, sample letters, and the National Science Foundation (NSF) evaluation of the workshop. (SA)

ED 180 790 SE 029 431

Competency Based Business Education: Business Math/Related Rules.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
Pub Date- 78
Note-163p.: Not available in hard copy due to copyright restrictions; Contains occasional light and broken type
Available from-Wisconsin Vocational Studies Center, 1025 W. Johnson St., Publications Unit, Room 265, University of Wisconsin, Madison, WI 53706 ($5.50)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Business Education, Business Skills, Calculation, Decimal Fractions, Fractions, Interest, Learning Activities, *Mathematical Applications, Objectives, Percentage, *Performance Based Education, Practical Mathematics, Problem Sets, *Secondary Education, Secondary School Mathematics, *Vocational Education
Identifiers-Business Mathematics

Modules on fractions, decimals, percentages, discounts, interest, the adding machine, and the calculation of a depreciation are included. Each module contains objectives, learning activities, pre-practice exercises, practice exercises, and post-practice exercises. At the beginning of each module, the importance of the module is explained. (MK)

Posthuma, Fred Stephey, Merle

Introduction to Energy. Instructional Modules and Transparency Masters.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
Pub Date-78
Note-139p.; Not available in hard copy due to copyright restrictions
Available from-Wisconsin Vocational Studies Center, 1025 W. Johnson St., Publications Unit, Room 265, University of Wisconsin, Madison, WI 53706 ($6.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum, *Energy, *Energy Conservation, *Environmental Education, Natural Resources, *Science Education, Secondary Education, Solar Radiation
Identifiers-*Energy Education

This energy module is intended for an introductory course on energy for secondary school classes. It consists of behavioral objectives, general background, vocabulary, lesson outlines, coordinated activities, and an annotated bibliography of resources. It is intended to provide a fundamental guide for the establishment of the teacher's own energy curriculum. Because the module is intended to include a shop or lab component, the first two lessons deal with a preliminary introduction and safety. (Author)

Baust, Joseph A., Sr. Davis, Arnold

The Use of Chronological Age and a Physiological Determinant of Readiness for Formal Arithmetic Computation for First Grade Children.

Spons Agency-Tennessee Univ., Knoxville.
Pub Date-78
Note-7p.; Contains occasional light and broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age, Age Differences, *Arithmetic, Calculation, Conservation (Concept), *Educational Research, Elementary Education, *Elementary School Mathematics, Grade 1, *Learning Readiness, Number Concepts, Physical Characteristics, Physical Development, Readiness, *Readiness (Mental), School Readiness Tests

This study was designed to determine whether chronological age, the number of permanent teeth erupted, or the combination of the two would predict a child's readiness for formal arithmetic work. Sixty-four children were randomly chosen and three phases of testing conducted. The findings did not support the use of the number of teeth erupted as a physiological predictor of readiness. Readiness for formal arithmetic computational skills was not judged with any confidence by chronological age. (MK)

ED 180 793 SE 029 445

Schwab, Judith L., Ed.

Social Sciences in Forestry, A Current Selected Bibliography, No. 50, October 1979.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Forestry and Wildlife Resources.
Spons Agency-Forest Service (DOA), Washington, D.C.
Pub Date-Oct 79
Note-87p.; Contains occasional light and broken type
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Agriculture, Annotated Bibliographies, *Bibliographies, Economics, *Environment, Environmental Education, *Forestry, Management, Manufacturing, *Natural Resources, Sciences, *Social Sciences, *Trees

This collection of annotated entries is designed to direct interested readers to literature sources dealing with the role of the social sciences in the field of forestry. The collection is organized by sections dealing with the topic from general to specific. Sections include: Social Science Applied to Forestry at Large; Applied to Forestry's Productive Agents; Applied to Forest Production; Applied to Manufacturing; and Applied to Marketing, Trade, Demand for Forest Output. Each section contains numerous subsections. (RE)

ED 180 794 SE 029 449

Carey, Helen H., Ed.

Energy Education Workshop Handbook: A Guide to Materials by the Project for an Energy-Enriched Curriculum.

National Science Teachers Association, Washington, D.C.

Spons Agency-Department of Energy, Washington, D.C. Office of Education, Business and Labor Affairs.

Report No.-DOE-TID-3841-11

Pub Date-78

Contract-DOE-EX-76-C-10-3841

Note-82p.

Available from-U.S. Department of Energy, Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830 (no price quoted)

Pub Type- Guides - General (050) - Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Curriculum Planning, Economic Education, *Energy, *Environmental Education, *Inservice Education, *Interdisciplinary Approach, Nonformal Education, Science Education, Teacher Education, *Teacher Workshops, Workshops

Identifiers-*Energy Education

This handbook is designed to help teachers, supervisors, club leaders, and in-service directors lead workshops in energy education. It is based primarily on materials produced by Project for an Energy-Enriched Curriculum (PEEC), but can be modified for use with other materials. The handbook contains six chapters including: (1) Introducing the PEEC Packets; (2) What Are the Facts Behind the Energy Crisis; (3) Interdisciplinary Approaches to Teaching Energy; (4) Infusing Energy Topics into Traditional Subjects; (5) Adapting PEEC Materials to Regional Interests; and (6) Workshop Planning Aids. (Author/RE)

Lockard, J. David, Comp.

A Report on the Exploratory Conference on the National Science Foundation's Impact on U.S. Science Curriculum Development.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Aug 75
Note-102p.; Conference held at the Science Teaching Center and the Center of Adult Education, University of Maryland (College Park, MD, August 8-9, 1974)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Bibliographies, *Conferences, Curriculum Development, Educational Development, Educational Research, *Elementary School Science, Elementary Secondary Education, *Federal Programs, *Science Course Improvement Project, Science Curriculum, Science Education, *Secondary School Science
Identifiers-*National Science Foundation

This is a report on a two-day conference, held at the University of Maryland in August of 1974, to examine the impact of the National Science Foundation (NSF) on science curriculum development in the United States. The conference covered the improvement of science teaching materials and instruction development as well as the overall considerations. This report consists of six sections: (1) Introduction, which presents the purpose of the conference; (2) Procedures Used, which include conference participants, conference schedule, and conference location; (3) Results of the Conference, which include four papers and possible studies; (4) Recommendations to the NSF; (5) Selected Bibliography; and (6) Appendices, which include participants' journal articles. The four papers presented in section three discuss the impact of existing programs, thoughts on impact, examples of change, and possible areas of impact. (HM)

ED 180 796 SE 029 456

Swadener, Marc

A Quick Scoring Technique for the Teaching Situation Reaction Test for Secondary School Mathematics (TSRT-SSM).

Pub Date- 79
Note-6p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Diagnosis, *Mathematics Teachers, Preservice Education, Scoring, *Scoring Formulas, Secondary Education, *Secondary School Mathematics, *Secondary School Teachers, Teacher Education, Teaching Skills

A table that gives a quick scoring method for the Teaching Situation Reaction Test for Secondary School Mathematics is provided. Use of the table is explained and examples are given. (MK)

ED 180 797 SE 029 458

Dyman, Daniel J.

The Didactor: A Technological Aid for Effective Learning.

Pub Date-Nov 79

Note-13p.; Paper presented at the Annual Conference of the International Congress for Individualized Instruction (11th, University of Georgia, Athens, GA, November, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiovisual Aids, *Autoinstructional Aids, Computer Assisted Instruction, *Educational Research, *Filmstrips, Individualized Instruction, Instruction, Instructional Aids, *Mechanical Teaching Aids, Problem Solving, *Programed Instruction, *Teaching Machines

A description of the Didactor, a computer-type teaching machine, is given. Also included are results of a comparison of student test results for Didactor-taught and control groups receiving instruction through an audio-tape tutorial mode. (MK)

ED 180 798 SE 029 459

Schlenker, Richard M.

A Guide for Studying Introductory Chemistry.

Pub Date-Jan 80
Note-18p.; For related document, see SE 029 500; Contains occasional broken type
Pub Type- Guides - Classroom - Learner (051) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Chemistry, College Science, Higher Education, *Instructional Materials, Science Courses, Science Education, *Science Instruction, Science Materials, Student Adjustment, *Study Guides, *Undergraduate Study

This guide is intended to familiarize college students, enrolled in chemistry for the first time, with procedures that will contribute to successful completion of the course. The author describes why students should prepare in advance for lectures and laboratories, how to use the textbook and the study guide, and how to prepare for examinations. Justification for intensive study is given with a diagram of the general learning curve and a discussion of an individual's ability to recall over a period of time. A course outline and a list of materials, procedures, grading practices, and safety rules are given in the appendix. (SA)

ED 180 799 SE 029 500

Schlenker, Richard M. Dillon, Timothy

Basic Laboratory Equipment Procedures and Safety Precautions for General Chemistry Students.

Pub Date-Jan 80
Note-49p.; For related document, see SE 029 459
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Chemistry, College Science, Higher Education, *Instructional Materials, *Laboratory Procedures, Laboratory Techniques, *Safety, Science Courses, Science Education, *Science Equipment, Science Instruction, Science Materials

This laboratory guide for college chemistry students illustrates scientific equipment used in introductory chemistry courses. Common laboratory procedures are diagrammed with the intention of promoting the safe use of equipment. An index is included to facilitate finding the necessary information. (SA)

ED 180 800 SE 029 502

DeLuca, V. William And Others

Home Energy Conservation Primer.

West Virginia Univ., Morgantown. Dept. of Technology Education.
Pub Date-Aug 79
Note-323p.
Available from-Primer, Technology Education Research and Resource Center, West Virginia Univ., 2929 University Ave., Morgantown, WV 26506 (limited number available from $8.50)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Adult Education, Building Design, *Community Education, *Energy, *Energy Conservation, Fuel Consumption, Heating, Home Economics, *Home Management, *Nonformal Education
Identifiers-*Energy Education

This guide was prepared to support a program of training for community specialists in contemporary and practical techniques of home energy conservation. It is designed to assist professionals in efficient operation of energy conservation programs and to provide ideas for expanding education operations. Eight major sections are presented: (1) Energy in Perspective; (2) Heat Transfer; (3) Weatherization; (4) Heating Systems; (5) Energy and Home Appliances; (6) Energy Efficient Design; (7) Energy in the Apartment; and (8) Energy in the Mobile Home. Each section contains subsections with discussions pertinent to the section topic. Graphs and figures supplement discussions. Primer study guides and a bibliography conclude the document. (Author/RE)

ED 180 801 SE 029 523

Munsell, Nan

Project Archeology: Saving Traditions (P.A.S.T.).

Pacific Science Center, Seattle, Wash.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-79

Note-11p.; Not available in hard copy due to copyright restrictions

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Archaeology, *Curriculum, Elementary Secondary Education, History, *Interdisciplinary Approach, Natural Resources, *Program Evaluation, *Science Education, *Social Studies

Presented is a curriculum in archaeology for grades 6, 7, and 8. The curriculum covers 10,000 years of history common to America and presents material for interdisciplinary presentation. The effectiveness of the curriculum, based on evaluation data, is predicted. Data were collected via a pre- and post-test. Validity, sensitivity, and reliability measures are presented for the evaluative instrument. Conclusions drawn from the study are included. (RE)

ED 180 802 SE 029 525

Oates, Maureen K. And Others

An Evaluation of the Leadership Program and Some Aspects of Course Implementation of IPS and PS II.

Newton Coll. of the Sacred Heart, Mass. Physical Sciences Group.
Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Mar 72
Grant-NSF-GW-5375(EDC); Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Curriculum Development, *Evaluation Methods, Junior High Schools, *Leadership Training, Physical Sciences, Science Curriculum, Science Laboratories, *Science Teachers, Secondary Education, *Secondary School Science, Teaching Methods, Workshops

Presented is an evaluation of a leadership training program to prepare junior high school teachers to use the Introductory Physical Science Curriculum. Emphasis of the leadership program is on administrators and their problems, leaders and their problems, and teachers. Recommendations are given. Included in the appendices are sample letters of contact to local school systems, copies of instruments, and the chi-square tabulation. (SA)

ED 180 803 SE 029 531

Let's Learn About Energy, Module A. Pilot Form.

Florida State Dept. of Education, Tallahassee.; Pasco County Schools, Dade City, Fla.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-60p.; For related documents, see SE 029 532-533; Contains light and broken type
Available from-District School Board of Pasco County, Energy Management Center, P. O. Box 190, Port Richey, FL 33568 ($0.65)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Curriculum Development, *Elementary Education, *Energy, Energy Conservation, *Environmental Education, *Grade 4, Instructional Materials, *Learning Modules, Science Education, Teaching Guides
Identifiers-*Energy Education

This booklet is one of a set of learning modules on energy for use by students and teachers in the fourth grade. This module defines energy and examines simple machines. Laboratory activities and a values exercise are included. (BT)

ED 180 804 SE 029 532

Nature's Energy, Module B. Fourth Grade. Pilot Form.

Florida State Dept. of Education, Tallahassee.; Pasco County Schools, Dade City, Fla.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date- 76
Note-69p.; For related documents, see SE 029 531-533
Available from-District School Board of Pasco County, Energy Management Center, P.O. Box 190, Port Richey, FL 33568 ($0.65)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Curriculum Development, Electricity, *Elementary Education, *Energy, Energy Conservation, *Environmental Education, Fuels, *Grade 4, Instructional Materials, *Learning Modules, Science Education, Solar Radiation, Teaching Guides
Identifiers-*Energy Education

This booklet is one of a set of learning modules on energy for use by students and teachers in the fourth grade. This module examines man's use of fossil fuels, electricity production, and other energy sources. Included are laboratory activities and values exercises. (BT)

ED 180 805 SE 029 533

Man and Energy, Module C. Fourth Grade. Pilot Form.

Pasco County Schools, Dade City, Fla.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-76

Note-59p.; For related documents, see SE 029 531-532

Available from-District School Board of Pasco County, Energy Management Center, P.O. Box 190, Port Richey, FL 33568 ($0.65)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Curriculum Development, Ecology, *Elementary Education, *Energy, Energy Conservation, *Environmental Education, Fuels, *Grade 4, Instructional Materials, *Learning Modules, Science Education, Solar Radiation, Teaching Guides

Identifiers-*Energy Education

This booklet is one of a set of learning modules on energy for use by students and teachers in the fourth grade. This module investigates solar energy, ecology, and fossil fuels. Included are laboratory activities and values exercises. (BT)

Culbert, Jack And Others

A Proposal for a K-12 Sequence of Environmental Education Competencies.

Area Cooperative Educational Services, New Haven, Conn. Environmental Education Center.

Report No.-ACES-WP-1

Pub Date-79

Note-55p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Guides - General (050) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Curriculum Development, *Elementary Secondary Education, *Environmental Education, *Fundamental Concepts, *Instruction, Interdisciplinary Approach, *Models, Objectives, Science Course Improvement Project, Science Education, State School District Relationship

Identifiers-Environmental Education Infusion Project

Presented is an overview and model of the proposed curriculum development process in environmental education in Connecticut. Concepts and competencies are identified at each grade level and are designed to facilitate the infusion of environmental education activities within the existing curricula using existing learning resources such as Earthwatch, Project Learning Tree, and Outdoor Biological Instructional Strategies (OBIS). Concepts are classified into six categories: ecosystems, population, ethics, resources-energy, economics-technology, and environmental quality. Concepts are further classified as those central to environmental education and those assumed to be in the existing curricula. (BT)

Cabbage, Mary Ellen
This Glorious Mud Pile (Rocky River Valley). Revised Edition.
Rocky River Public Schools, Ohio.
Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.
Pub Date-Mar 78
Note-85p.; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Conservation Education, *Earth Science, Environment, *Environmental Education, *Geology, History, Instructional Materials, Interdisciplinary Approach, Natural Resources, Natural Sciences, Outdoor Education, *Science Education, *Social Studies
Identifiers-*Ohio

This student text focuses on the social and geological history of a river basin. In addition to background information, the text includes student worksheets for 12 field trip stops in Ohio's Rocky River Valley. Material is designed to support a full-day field trip during which students work in small groups. Also included are a geological time-table, a glossary, and a bibliography. This publication can serve as an example for other schools who want to develop similar programs. (Author/RE)

ED 180 808 SE 029 537

Conner, Shirley

The Pond Community. Primary Level. Teacher's Manual.

Rocky River Public Schools, Ohio.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Pub Date-Mar 77

Note-25p.; For related document, see SE 029 538

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Biology, *Conservation Education, *Ecology, Elementary Education, Elementary School Science, *Environment, *Environmental Education, Natural Resources, Science Education, Teaching Guides, *Water Resources

This teacher's guide includes four lessons dealing with animals and plants associated with ponds. Species discussed are selected because of their unusual means of adaptation to the pond environment. Each lesson includes suggestions on introducing the unit, discussion suggestions, blackboard activities, and activities with pictures and a magnetic board. Master activity sheets are provided. (RE)

ED 180 809 SE 029 538

Metro, Peter M. Green, Rachel E.

The Pond Community. Teacher's Manual.

Rocky River Public Schools, Ohio.
Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.
Pub Date-Mar 77
Note-71p.; For related document, see SE 029 537; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Biology, Conservation Education, *Ecology, *Environment, *Environmental Education, Natural Resources, Science Activities, Science Education, Secondary Education, Teaching Guides, *Water Resources

This study guide is intended as preparation for a visit to a pond. Each lesson includes pre-study questions and post-study questions involving the content of the lesson. Numerous drawings and diagrams are included in each lesson. Also included in the guide are a glossary, bibliography, and a detailed teacher's guide. (RE)

ED 180 810 SE 029 539

Metro, Peter M. Green, Rachel E.

Weather & Weather Maps. Teacher's Manual.

Rocky River Public Schools, Ohio.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.
Pub Date-Mar 77
Note-28p.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Earth Science, Environment, *Environmental Education, Mathematics, *Meteorology, Natural Resources, Science Activities, *Science Education, Secondary Education, Teaching Guides

This guide is intended to provide an opportunity for students to work with weather symbols used for reporting weather. Also included are exercises in location of United States cities by latitude and longitude, measurement of distances in miles and kilometers, and prediction of weather associated with various types of weather fronts. (RE)

ED 180 811 SE 029 540

Ecology Enrichment, Grades 1-6.

Rocky River Public Schools, Ohio.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.
Pub Date- 77
Note-170p.; For related document, see SE 029 541
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Conservation Education, Ecology, *Elementary Education, Environment, *Environmental Education, Field Trips, Natural Resources, *Outdoor Education, Process Education, *Science Activities, *Science Education

This collection of curriculum materials is arranged by grade level for each elementary grade. Materials are recommended for use in conjunction with trained volunteer instructors and with access to an outdoor education center, a park, or a wooded area near the school. Level K-3 emphasizes basic observational and process skills, while levels 4-6 emphasize process also, but are not as directive as for grade levels K-3. Activities at all levels include a rationale statement, an instructional objective, a pretest, a list of vocabulary words (when appropriate), background information, instructional procedure, and specific activities. (RE)

Larsen, Bud Swartz, Linda

Ecology Enrichment, Grades 7-8.

Rocky River Public Schools, Ohio.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.
Pub Date- 77
Note-120p.; For related document, see SE 029 540
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Biology, Conservation Education, Ecology, Environment, *Environmental Education, Field Trips, Junior High School Students, Natural Resources, *Outdoor Education, *Science Activities, *Science Education, Secondary Education

The curriculum materials in this manual are designed to support life science programs at levels seven and eight, and nine and ten, when appropriate. Field activities are focused upon and can be completed with the supervision of teachers, an older student, or an adult volunteer. Each activity contains background information, data pages, and/or discussion questions. The manual is divided into two sections: (1) investigations of the aquatic environment, and (2) the terrestrial environment. (Author/RE)

Long, David C. Powell, Nancy A.
Field Ecology, Grades 10-12.
Rocky River Public Schools, Ohio.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.
Pub Date- 77
Note-90p.; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Biology, Conservation (Environment), *Conservation Education, Earth Science, *Ecology, Environment, *Environmental Education, Field Trips, Natural Resources, *Outdoor Education, Pollution, Science Activities, *Science Education, Secondary Education, Teaching Guides, Water Pollution Control, Water Resources

Presented are activities which provide a program of first-hand experiences in field ecology for groups of three to five students under the leadership of a teacher or adult volunteer. Concentration is centered upon study of the effects of environment on living plants and animals and the interdependence of members of ecosystems. Each investigation includes background discussion, objectives, a list of needed materials, procedure, evaluation, recommendations for further investigation, and references. The sequence of investigations is designed for completion in a one-semester program. (RE)

Jennings, Frederick Metro, Peter M.

Ecology for the Exceptional Child, Grades 7-12 EMR.

Rocky River Public Schools, Ohio.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Pub Date- 77

Note-158p.; Contains occasional light and broken type

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Conservation Education, *Ecology, Environment, *Environmental Education, *Exceptional Child Education, *Mental Retardation, Natural Resources, *Outdoor Education, Science Activities, Science Education, Secondary Education, *Special Education, Teaching Guides

This guide presents a student-centered program of outdoor education for students of differing exceptionalities. The role of the teacher is intended to be one of support and guidance with student involvement being essential. The manual contains activities for large groups, small groups, and individuals. Activities direct students toward learning related to their environment, and toward increased sensitivity and awareness of the aesthetics of their surroundings. Each activity includes a rationale, a terminal objective statement, an instructional objective, and suggested activities. Sufficient curriculum materials are provided for a continuous three-year program. (Author/RE)

ED 180 815 SE 029 661

Lesh, Richard, Ed. Secada, Walter, Ed.
Some Theoretical Issues in Mathematics Education: Papers From a Research Presession.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Contract-400-78-0004
Note-79p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($2.50)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Case Studies (Education), *Educational Research, Elementary Secondary Education, Geometric Concepts, *Learning Processes, Mathematical Concepts, *Mathematics Education, *Research Needs, *Research Problems, Student Teacher Relationship, Teacher Education
Identifiers-Information Analysis Products

Three addresses by internationally renowned mathematics researchers and a fourth paper on the role of research are presented. Each of the addresses focuses on the learning process, but from different points of view. Heinrich Bauersfeld provides an analysis of the miscommunication inherent in many teacher-student interactions. Four deficient areas of research are discussed. Efraim Fischbein directs attention to the role of intuition in learning. Hans Freudenthal traces the growth of number and geometry ideas in one child. The fourth paper, by Richard Lesh, identifies four problem areas needing research. (Author/MK)

ED 180 816 SE 029 663

Lesh, Richard, Ed. And Others

Applied Mathematical Problem Solving.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Contract-400-78-0004
Note-259p.; Papers prepared for a conference at Northwestern University (Evanston, IL, November 1978)
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.50)
Pub Type- Reports - Research (143) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-College Mathematics, Educational Diagnosis, *Educational Research, Elementary Secondary Education, Information Processing, Learning Disabilities, Literature Reviews, *Mathematical Applications, Mathematical Models, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Motivation, *Problem Solving, Remedial Mathematics, Thought Processes
Identifiers-*Applied Problem Solving (Mathematics), Information Analysis Products

This collection of nine papers, prepared for a conference held at Northwestern University in 1978, presents varied perspectives on applied problem solving. Assessing applied problem solving, planning for interest and motivation, developing a theory, reviewing research findings, considering learning disabilities, analyzing through information processing, designing instruction, trends in research, and models for applied problem solving are presented. (Author/MK)

ED 180 817 SE 029 665

Escourt, Arnold And Others

Making Metric Materials: The 3M Project. Report 8018.

Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 79
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Research, Elementary Secondary Education, *Inservice Teacher Education, *Mathematics Education, *Mathematics Materials, Measurement, *Metric System, *Teacher Workshops

Presented is a report of a project designed to get teachers to use, make, and instruct from metric materials provided at three workshops conducted in their schools. Teacher and pupil tests were designed to provide a measure of program impact; however, this impact could not be accurately determined from the data collected. (MK)

ED 180 818 SE 029 668

Cariello, Richard P.

An Analysis of Time Spent Reading in Programmed Instruction.

Pub Date - 77
Note - 8p.
Pub Type - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors - *College Mathematics, Content Reading, Higher Education, Independent Reading, *Mathematics Instruction, Probability, *Programed Instruction, *Programed Materials, Programed Texts, Reading Materials, *Reading Rate, Textbooks

Sixty undergraduates were given one of five programmed mathematics texts. The texts were either completely programmed, programmed only for definitions, programmed only for calculations, programmed only for conceptual information, or not programmed at all. Time spent reading each section of the eight-unit text was recorded and a 24-question posttest was administered. The results showed that although programming increased the time spent reading the programmed sections, it did not enhance posttest performance on the material in those sections. An explanation of programmed instruction based on a simple time-spent model is discussed. (Author/MK)

Giannangelo, Duane M. And Others

Project Environmental Action Community Education (P.E.A.C.E.). Final Report.

Memphis State Univ., Tenn. Dept. of Curriculum and Instruction.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-79
Grant-G007701234
Note-188p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Citizen Participation, *Community Involvement, Conservation Education, *Curriculum Development, *Educational Programs, *Educational Strategies, Environment, *Environmental Education, *Urban Education

Described is a curriculum in urban environmental education. The curriculum is based on three major premises: (1) The curriculum development must involve educators as well as representatives of those affected by the curriculum; (2) Effective urban environmental education curricula must be comprehensive; and (3) It is necessary to identify organizing centers around which instructional strategies and curriculum materials can be organized. Described is the process of formulation of a curriculum incorporating these premises. Analyses of applications of the curriculum are presented. (RE)

Home Energy Conservation Training Project. Final Report.
West Virginia Univ., Morgantown. Coll. of Human Resources and Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.
Pub Date-Oct 79
Note-51p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Building Design, *Community Involvement, *Energy, *Energy Conservation, Fuel Consumption, Fuels, *Information Dissemination, Nonformal Education, Technical Education, *Training
Identifiers-*Energy Education

Described is a project designed to present four training sessions for community specialists representing outreach interests such as cooperative extension, senior citizens organizations, and welfare agencies. Training consists of instruction in contemporary knowledge, skills, and methods of home energy conservation, and in how to teach others to apply their knowledge. After training, the specialists are assigned to present workshops on home energy conservation to individuals and community groups. (Author/RE)

Graeber, Anna O. And Others
A Survey of Classroom Practices in Mathematics: Reports of First, Third, Fifth, and Seventh Grade Teachers in Delaware, New Jersey, and Pennsylvania.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-22 Jun 77
Note-139p.
Available from-Research for Better Schools, Inc., 444 North Third St., Philadelphia, PA 19103 ($9.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Calculation, Class Management, *Classroom Environment, Classroom Research, Classroom Techniques, Educational Opportunities, *Educational Research, Elementary Secondary Education, Learning Processes, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Motivation, *Questionnaires, Surveys, Teaching Techniques
Identifiers-*Calculators, Delaware, New Jersey, Pennsylvania

This report presents the results of a survey conducted with first-, third-, fifth-, and seventh-grade teachers in Delaware, New Jersey, and Pennsylvania. Four classroom process constructs (opportunity, motivators, structure, and instructional events) are used as organizers to present survey responses on classroom processes. In addition, information on teachers' uses of and attitudes toward the hand-held calculator is given. (MK)

ED 180 822 SE 029 685

Sacks, Arthur B., Ed. Davis, Craig B., Ed.

Current Issues V: The Yearbook of Environmental Education and Environmental Studies. Selected Papers from the Eighth Annual Conference of the National Association for Environmental Education.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Environmental Education, Troy, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Contract-400-78-0004
Note-306p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.00)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Conservation (Environment), *Conservation Education, Curriculum, Ecology, *Educational Research, Elementary Secondary Education, Environment, *Environmental Education, Evaluation Methods, Higher Education, Instruction, *Instructional Materials, Interdisciplinary Approach, Learning, *Nonformal Education, *Outdoor Education, Science Education, Teacher Education
Identifiers-Information Analysis Products

These proceedings are divided into two major sections. Section I contains papers based on original research and thought and are intended as examples of products of rigorous scholarship. This section is subdivided into three subsections covering the future, the present, and the past. Papers appearing in this section were reviewed by at least two researchers selected for their expertise relative to the article being examined. Twelve papers appear in this section. The second section includes descriptive or journalistic papers and program reviews. Papers for this section are intended to be useful and of interest to environmental educators. In all, 16 papers appear in Section II. A section of guidelines for authors concludes the document. (Author/RE)

ED 180 823 SE 029 691

Defore, Jesse J.

Associate Degree Curricula in Engineering Technology: Some Characteristics. Engineering Technology Education Study Report No. 6.

American Society for Engineering Education, Washington, D.C.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-May 70

Grant-NSF-GY-6893

Note-45p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Information Analyses (070) -- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Associate Degrees, Curriculum, *Curriculum Development, *Engineering, *Engineering Education, Higher Education, Junior Colleges, Paraprofessional Personnel, Program Descriptions, Science Education, *Technical Education, *Technical Institutes.

Presented are some characteristics of curricula in engineering which existed in various educational institutions in the United States and which lead to the award of associate degrees. A tentative classification system by which content areas can be identified is offered, along with an analysis of curricula as they existed in different institutional settings, and identified needs for further study and analysis. (Author/RE)

ED 180 824 SE 029 692

Defore, Jesse J.

The Technician's Peer Groups: A Review of Some Research on High School Students. Engineering Technology Education Study Report No. 5.

American Society for Engineering Education, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Mar 70
Grant-NSF-GY-6893
Note-36p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Information Analyses (070) - Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Associate Degrees, *Career Choice, Career Opportunities, Paraprofessional Personnel, *Research Reviews (Publications), *Scientific Personnel, *Technical Education, *Technical Occupations

This paper describes briefly the secondary education milieu from which has come students in engineering technology education programs. The paper is based entirely on the published reports of other writers and is intended only to provide an overview of the research which has been done on the American high school, on American high school students, on the process of vocational choice, on career preparation routes from high school through college, and on some characteristics of scientific-technical workers. Finally, some possible implications for engineering technology education are presented. (Author)

ED 180 825 SE 029 694

Akiba, Y. And Others

GERTS GQ User's Manual.

California State Univ., Sacramento.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Nov 74
Grant-NSF-GY-11496
Note-123p.; Prepared by the School of Engineering; Not available in paper copy due to marginal legibility of original document
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Computer Programs, Computers, *Digital Computers, Engineering, Input Output, *Manuals, *Programing, Programs, *Simulation, Simulators, Statistics
Identifiers-*Graphical Evaluation and Review Technique

This user's manual for the simulation program Graphical Evaluation and Review Technique (GERT) GQ contains sections on nodes, branches, program input description and format, and program output, as well as examples. Also included is a programmer's manual which contains information on scheduling, subroutine descriptions, COMMON Variables, and programming listing. (MK)

ED 180 826 SE 029 698

Jedlicka, Ella, Ed.

Energy Conservation Teaching Activities for Home Economics Classrooms.

University of Northern Iowa, Cedar Falls. Dept. of Home Economics Education.
Spons Agency-Department of Energy, Washington, D.C.
Pub Date-Jun 79
Note-58p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Class Activities, Consumer Education, Curriculum, *Energy, *Energy Conservation, Fuel Consumption, Fuels, *Home Economics, Home Economics Education, Home Management, Interdisciplinary Approach, Natural Resources, Nonformal Education, Recycling, Solar Radiation, Waste Disposal
Identifiers-*Energy Education

This collection of home economics activities is intended to meet the special needs of home economics teachers who wish to include energy education activities in their curricula. The 45 activities can be used as presented, or can be modified to individual needs or local conditions. Each activity includes: (1) title, (2) objective, (3) activity description, (4) variations or extensions, and (5) resources. Additionally, each activity delineates appropriate grade levels, sets out the skills to be stressed, and lists the concepts taught during the activity. (Author/RE)

ED 180 827 SE 029 699

Owens, Michael

Energy Education Curriculum Resource. Energy Education Workshop: Energy Sources of the Future.

Education Service Center Region 7, Kilgore, Tex.
Pub Date-79
Note-173p.; Page 55 removed due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Curriculum, *Curriculum Development, *Curriculum Guides, *Curriculum Research, *Elementary Secondary Education, *Energy, *Energy Conservation, Interdisciplinary Approach, Science Education, Secondary Education, Social Studies
Identifiers-*Energy Education

This guide is designed to provide teachers with suggestions and assistance in equiping children as advocates of energy stewardship. It is divided into six discussion sections and one section dedicated to specific energy activities presented as curriculum guides for: (1) intermediate science, (2) high school science, (3) intermediate social studies, and (4) high school social studies. Discussion sections deal with energy education problems, energy education framework, energy saving, quick fix energy checklists, and Federal Energy Audits Grants. (Author/RE)

ED 180 828 SE 029 768

Champagne, Audrey B. Klopfer, Leo E.

An Orientation for Research in Science Education.

Pittsburgh Univ., Pa. Learning Research and Development Center
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-LRDC-1978-21
Pub Date-78
Note-39p.; Contains small print
Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Science, Educational Development, Educational Objectives, *Educational Research, Educational Strategies, Elementary School Science, *Elementary Secondary Education, *Higher Education, Learning Theories, Problem Solving, *Research, *Science Education, Secondary School Science, *Technical Reports

Presented is a paper developed by the Learning Research and Development Center at the University of Pittsburgh and which is intended for science education researchers. Two major recommendations for the orientation of research in science education are proposed. The first is that currently espoused goals of science education should be reexamined and, if necessary, redefined. The second calls for science educators to become aware of and translate pertinent research methods, findings, and theories of behavioral scientists into appropriate instructional and research procedures for science education. The paper also applies the two recommendations as operating principles in both the development of instructional materials and in research design, providing an illustration for problem solving in both domains. (Author/HM)

ED 180 829 SE 029 769

Champagne, Audrey B. And Others

Factors Influencing Learning of Classical Mechanics.

Pittsburgh Univ., Pa. Learning Research and Development Center.
Pub Date-Apr 79
Note-57p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979); Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, College Science, *Developmental Stages, *Educational Research, Higher Education, *Mechanics (Physics), Mental Development, Physics, Science Courses, Science Education, *Science Instruction, Undergraduate Study

Beginning college physics students' misconceptions about moving objects, their mathematics skills, and formal reasoning ability, are all believed to be related to their achievement in physics. It is hypothesized that students whose knowledge structures include misconceptions that are in conflict with concepts in the lectures and text will have difficulty in learning classical mechanics. Multiple regression analysis of scores on tests of mathematics skills and formal reasoning ability confirmed that no linear relationship exists between these independent variables and scores on a classical mechanics exam. However, an index of misconceptions about moving objects accounts for greater variance in classical mechanics exam scores. (Author)

ED 180 830 SE 029 770

Champagne, Audrey B. And Others

The Influence of Science Knowledge Structures on Children's Success in Solving Academic Problems.

Pittsburgh Univ., Pa. Learning Research and Development Center.
Pub Date-Mar 78
Note-43p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978); Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, *Children, *Concept Formation, Educational Background, *Educational Research, *Junior High School Students, *Knowledge Level, Problem Solving, Science Education, Science Instruction, Secondary Education, Secondary School Science

Presented is a study of eighth-grade students' academic problem-solving ability based on their knowledge structures, or their information stored in semantic or long-term memory. The authors describe a technique that they developed to probe knowledge structures with an extension of the card-sort method. The method, known as the Concept Structure Analysis Technique (ConSAT), allows for students to produce graphic structural representations directly, which eliminates the need for statistical procedures to transform data from raw form to graphic form. The advantages of the technique are: (1) having the ability to search for relations between concepts; (2) the ability to analyze structural changes of individuals resulting from instruction; and (3) the ability to search for the integration of more than one kind of structure. (Author/SA)

Guise, Eric Puckett, Kathy

Some Things are Worth Saving...Like Energy. Driver Education Energy Packet, Transparency Masters, and Supplement II.

Idaho State Office of Energy, Boise.
Pub Date-78
Note-136p.; Contains occasional marginal legibility
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Driver Education, Energy, *Energy Conservation, Fuel Consumption, Fuels, *Interdisciplinary Approach, *Motor Vehicles, Secondary Education, Traffic Safety, Transportation
Identifiers-*Energy Education

This resource guide and supplement contain class activities and discussion pieces for use in integrating energy education into driver education. Included are such activities as survey taking, fuel consumption calculations, and extensive examination of transportation alternatives such as bicycling, carpooling, mass transit, and alternative means of student transportation to school. The appendices provide supporting information and a bibliography. Supplements accompanying the resource guide include a collection of transparency masters, and a collection of fuel saving tips for drivers. (RE)

ED 180 832 SE 029 821

Larson, Robert J.

Elementary Environmental Activities.

Laramie County School District 1, Cheyenne, Wyo.

Pub Date-May 75

Note-268p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Air Pollution Control, Class Activities, Earth Science, Ecology, *Elementary Education, Environment, *Environmental Education, *Field Trips, Land Use, *Outdoor Education, Pollution, *Science Education, Waste Disposal, Water Pollution Control

This guide presents suggestions for field trips, out-of-doors activities, material for centers, and individualized activities in the teaching of elementary school science and particularly environmental education at the elementary level. The guide includes a section on preparation and procedures for conducting field trips, including sample administrative forms and permission slips. A section on environmental activities presents class activities dealing with the environment. A third section presents activities to be undertaken out-of-doors. A three-part sample environmental education test is provided. (RE)

Hyman, Corinne B. Van Sickle, Janet

Life Systems Program, Woodstock Country School: A Preliminary Curriculum Guide.

Woodstock Country School, South Woodstock, Vt.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-78
Grant-G007802594
Note-198p.; Contains occasional marginal legibility
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Art Education, *Curriculum Development, Environment, *Environmental Education, *Humanities Instruction, *Interdisciplinary Approach, *Science Education, *Secondary Education

This curriculum guide presents documentation of development of a holistic approach to curricula in science, art, humanities, and environmental education for the secondary school level. The outgrowth of this curricula development was the integration of these disciplines into a "life systems" curriculum involving an interrelated teaching approach. The curriculum was implemented in a private school using a tri-mester program. Adaptation to public school schedules should not be difficult. (RE)

ED 180 834 SE 029 826

Education and Experience in Engineering, the E3 Program: Program Details.

Illinois Inst. of Tech., Chicago.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 73
Grant-NSF-GY-9300
Note-59p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Curriculum Development, Engineering, *Engineering Education, Evaluation Methods, Experiential Learning, Higher Education, *Individualized Programs, Innovation, *Interdisciplinary Approach, Learning Modules, *Liberal Arts, Problem Solving, *Undergraduate Study, Worksheets

Presented is a description of the Education and Experience in Engineering (E3) Program at the Illinois Institute of Technology. Included are the objectives, how the program works, faculty, dissemination of E3 information, integration of science and technology into the E3 program, and the integration of liberal arts and engineering. A chapter is devoted to the learning modules, format, their preparation and use, and students' response to them. The cooperative evaluation process among the students, advisors, and the Review Board are included, along with the appropriate evaluation forms and first year students' projects. (SA)

Huddle, Franklin P., Ed. Carlson, Elaine, Ed.

Science Policy: A Working Glossary. Fourth Edition. Committee on Science and Technology, U.S. House of Representatives, Ninety-Fifth Congress, Second Session. Committee Print.

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

Pub Date-Dec 78

Note-263p.; Not available in hard copy due to marginal legibility of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)

Pub Type- Reference Materials (130) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Definitions, *Glossaries, Policy, Research, *Sciences, Scientific Research, *Technology, Vocabulary, *Word Lists

Presented is the fourth edition of the Working Glossary on Science Policy, prepared by the Congressional Research Service for the Subcommittee on Science, Research and Technology in the House of Representatives. The purpose of the glossary is to facilitate communication between Congress and persons engaged in the study of science policy. This volume contains 106 pages of defined terms and five appendices. The appendices are: (1) Chronology of Federal Executive Branch Service Organization, 1787-1978; (2) Annotated Listing of Acronyms and Abbreviations of Organizations Frequently Appearing in Science Policy Literature with Selected List of Scientific and Technical Societies; (3) Selected Bibliography of Glossaries and Related Sources of Science and Science Policy Terms; (4) Congressional Organization for Science and Technology, 95th Congress; and (5) National Science and Technology Policy, Organization, and Priorities Act of 1976 (P.L. 94-282). (PB)

ED 180 836 SE 029 844

Gilsdorf, Russell H., Jr.

Attitudes Toward Mathematics in the Junior High School.

Pub Date-Aug 75
Note-84p.; M.S. Dissertation, University of California
Pub Type- Dissertations/Theses (040) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement, *Attitudes, *Educational Research, Junior High School Students, Mathematical Enrichment, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics, *Student Attitudes

Presented are the results of a study conducted by a junior high school teacher with his own classes. The study is divided into two parts. The first part of the study attempted to improve mathematics attitude with enrichment activities. The second part attempted to change student attitudes by designing the curriculum according to parental specifications. In both parts, changes in attitude were compared with changes in mathematics achievement. Results indicated that attitude and achievement do not go hand-in-hand. (MK)

Graduate Science Enrollment in Doctorate-Granting Institutions Leveled Off in 1978. Science Resources Studies Highlights, November 30, 1979.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-79-321

Pub Date-30 Nov 79

Note-5p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - General (140) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Science, Engineering Education, *Enrollment, Enrollment Trends, *Federal Aid, Financial Support, *Graduate Students, Higher Education, Institutions, Science Careers, Science Departments, Science Education, Sciences, *Scientific Personnel, *Surveys

Presented are statistical data from the National Science Foundation fall survey of Graduate Science Student Support. This survey included graduate schools with master's and doctoral programs in science, engineering, and medicine. (SA)

Proposed Competencies for Elementary School Science in Pennsylvania.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.
Pub Date-79
Note-26p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Standards, *Accountability, Attitudes, *Competence, Elementary Education, *Elementary School Science, *Elementary School Students, Guidelines, Objectives, Performance Based Education, Process Education, Science Curriculum, *Science Education, *Science Instruction, Teaching Methods

Competencies considered most desirable for elementary school science in Pennsylvania are identified. These relate to student attitudes, skills (processes), and knowledge (content), considered attainable by the average student by the end of the elementary grades. The items draw from already existing science materials, the Investigative Science in Elementary Education Committee, and reviews of the document by educators. (Author/SA)

ED 180 839 SE 029 848

Maxfield, Betty D. Spisak, Andrew W.

Ph.D.'s in Business and Industry. A Survey of Doctorate Recipients.

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.

Pub Date-79

Note-96p.; Contains occasional marginal legibility in Tables

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Business, Data, *Doctoral Degrees, *Employment Statistics, Employment Trends, *Engineers, Industry, *Occupational Surveys, Research, Salaries, *Scientists, *Tables (Data)

This report looks at the characteristics of science and engineering (S/E) Ph.D.'s employed in business and industry. Data are presented from the 1973 and 1977 Surveys of Doctorate Recipients on demographic characteristics, academic background, the type of job held within business and industry, and the primary work actually performed. Contrasts between characteristics of the total employed population of S/E Ph.D.'s and the business and industry group are presented. (Author/MK)

ED 180 840 SE 029 860

Carpenter, Thomas P. And Others
The Effect of Problem Structure on First-Graders' Initial Solution Processes for Simple Addition and Subtraction Problems. Technical Report No. 516.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WRDCIS-TR-516
Pub Date-Oct 79
Grant-OB-NIE-G-78-0217
Note-74p.; Report from the Project on Studies in Mathematics; For related document, see ED 175 629
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Addition, *Educational Research, Educational Strategies, Elementary Education, *Elementary School Mathematics, Error Patterns, Grade 1, Learning Processes, *Problem Solving, *Subtraction, Thought Processes

Forty-three first-grade children, who had received no formal instruction in addition and subtraction, were individually administered 20 problems that could be solved using addition or subtraction. The problems were selected to represent the following semantic types: joining, separating, part-part-whole, comparison, and equalizing. Responses were coded in terms of appropriateness of strategy, correct or incorrect answer, type of error, mode of representation, and solution strategy. For every problem but the two addition comparison problems, over 70% of the subjects chose a correct strategy. There were very few systematic errors. Only 15 of the 860 responses involved the wrong choice of operation. The majority of solutions involved the use of concrete objects, but a significant number used fingers or did not use any physical representation. Contrary to previous analysis of children's solution processes for addition and subtraction problems, these results suggest that children do not transform problems so they can apply a single strategy. Rather, they have a rich repertoire of strategies which they apply directly to a problem based on its semantic structure. The results also suggest that verbal problems may be an appropriate context to introduce addition and subtraction operations. (Author/MK)

ED 180 841 SE 029 874

The Power Transistor: A Module on Heat Transfer. Tech Physics Series.

Technical Education Research Center, Cambridge, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Nov 72
Grant-NSF-GY-9317
Note-73p.; For related documents, see SE 029 875-876; Contains colored pages which may not reproduce well
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Electronics, *Energy Conservation, Heat, Kinetics, Laboratory Procedures, *Learning Modules, *Physics, Postsecondary Education, Science Education, Technology, *Transistors

This module is intended to provide an understanding of the principles related to heat transfer. The objectives are designed to enable the learner to select and install a device for measuring the temperature of a power transistor, determine power ratings, measure the transient response for a power level and its final equilibrium temperature. Other objectives include being able to find thermal resistance and the time constant of the system; use thermal resistance, final temperature, and time constant to find heat capacity; find final temperature for any power input and an operating point; find the factors affecting thermal resistance; and lower the thermal resistance to improve dissipation of power. (Author/SA)

ED 180 842 SE 029 875

The Pressure Cooker: A Module on the Properties of Matter. Tech Physics Series.

Technical Education Research Center, Cambridge, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Nov 72
Grant-NSF-GY-9317
Note-96p.; For related documents, see SE 029 874-876; Contains colored pages which may not reproduce well
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Energy, *Laboratory Procedures, *Learning Modules, *Physics, Postsecondary Education, *Pressure, Science Education, *Science Experiments, Technology, Temperature

Experiments to provide an understanding of the principles related to the pressure cooker are presented. Objectives included are designed to provide the learner with the ability to calibrate a thermistor for measuring temperature; explain the meaning of latent and specific heat; calculate latent and specific heat; use a Bourdon tube pressure gauge to measure pressure; and to calculate the force on a surface. Experiences are provided so that the learner also is able to use the General Gas Laws, the phase diagram of water, and operate and explain the physical properties of pressure cookers. (SA)

ED 180 843 SE 029 876

Frank, Nathaniel And Others
The Spectrophotometer II: A Module on the Spectral Properties of Light. Tech Physics Series.
Technical Education Research Center, Cambridge, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Mar 73
Grant-NSF-GY-9317
Note-93p.; For related documents, see SE 029 874-875; Contains colored pages which may not reproduce well
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Color, Laboratory Procedures, *Learning Modules, *Light, Optics, *Physics, Postsecondary Education, Science Education, *Science Experiments

This module is designed to give the learner an understanding of the nature of light and how its properties are used in the design of spectrophotometers. Problems promote the use of spectrophotometers in qualitative analysis, the optical elements used in a monochromator, and the physical properties of the prism and the diffraction grating. Other learning tasks promote the understanding of the characteristics of light and the electromagnetic spectrum. (Author/SA)

ED 180 844 SE 029 897

Macfadyen, J. Tevere

Resources for Schools: 12. Options in Environmental Education.

Massachusetts State Dept. of Education, Boston.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-NIE-G-76-0058
Note-74p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Conservation (Environment), *Conservation Education, Ecology, *Educational Philosophy, Elementary Secondary Education, *Environment, *Environmental Education, Interdisciplinary Approach, Natural Resources, *Outdoor Education, Pollution, Science Education
Identifiers-*Massachusetts

This booklet is intended for integrating environmental education into the school curriculum. It is divided into five sections. The overview section establishes the philosophical basis for environmental education. Section II, the largest section of the book, consists of a series of profiles which, in the case of this booklet, are brief portraits of people and places of interest to environmental education within the State of Massachusetts. The third section of the booklet includes program abstracts of environmental education programs functioning in Massachusetts. The fourth section includes a discussion of potentially useful resources and how best to utilize them. A listing of resources for Massachusetts is also provided. The fifth section contains a short concluding discussion. (RE)

Christensen, Howard B.
Student's Choice Self-Pacing And/Or the Lecture Method for Introductory Statistics.
Pub Date-79
Note-9p.; Contains occasional broken type
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Mathematics, Computer Oriented Programs, *Course Evaluation, Higher Education, Homework, Independent Study, Lecture, Mathematics Curriculum, *Mathematics Instruction, *Program Descriptions, Programed Instruction, Research, *Statistics, Testing
Identifiers-*Brigham Young University UT

In the early 1970's, a major modification of the introductory service course in statistics at Brigham Young University was implemented, first on an experimental basis and then in all sections by 1974-75. The basic components of the course that distinguish it are: a self-pacing text prepared under the guidance of educational research specialists; a choice of self-pacing or standard lecture format for students; testing outside the classroom in the University's Testing Center with immediate test feedback and opportunity for test rechallenges; access to graduate student help on tests and homework in a test feedback and homework center; and optional, extra-credit work on the computer, computer projects, and outside readings. Unsolicited student comment has been very favorable toward the course. In addition, responses from a series of questionnaires administered to students taking the course indicate that objectives were being met. (Author/MK)

ED 180 846 SE 029 950

Wise, Lauress L. And Others

Origins and Career Consequences of Sex Differences in High School Mathematics Achievement.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 79

Grant-NIE-G-78-001

Note-142p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, Career Choice, *Career Planning, *Decision Making, Elective Courses, High School Students, *Mathematical Experience, Mathematics Curriculum, *Research, Secondary Education, *Secondary School Mathematics, *Sex Differences, Sex Stereotypes, Womens Education

Results are given for a study of sex differences in high school mathematics achievement and the career consequences of these differences, based on the Project TALENT Data Base. The report contains four separate sections: (1) an Executive Summary; (2) a technical paper focused on sex differences in high school mathematics participation and achievement, targeted for researchers and practitioners, with emphasis on mathematics education; (3) a technical paper focused on the role of high school mathematics achievement in post-high school career development with emphasis on career counseling and occupational attainment, targeted for researchers and practitioners; and (4) a nontechnical booklet targeted for high school girls making decisions regarding elective mathematics courses and for their teachers, counselors, and parents. Among the thirteen findings in the Executive Summary were: at the beginning of high school, boys and girls did not differ significantly in their mean levels of mathematics achievement, but the boys had average gains over twice as large as girls' gains; and the rate of persistence in mathematics related career plans was only 8% for females compared to 18% for males, even though there were no initial sex differences in their mathematics achievement levels. (MK)

Joels, Kerry M., Ed. Podolske, Helen W., Ed.

Proceedings of a Conference on Multi-Cultural Aerospace Education Programs in Schools and Museums (June 11-12, 1979).

International Science and Technology Inst., Inc., Washington, D.C.
Spons Agency-Smithsonian Institution, Washington, D.C. National Air And Space Museum.
Pub Date-80
Note-153p.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Aerospace Education, *Conference Reports, Elementary School Science, Elementary Secondary Education, *Females, *Minority Groups, Museums, Science Education, Secondary School Science, *Space Sciences

Twenty papers on multi-cultural aerospace education are presented and cover a wide range of topics, all dealing with some aspect of teaching aerospace education with or without applications to the teaching of minority students. Aerospace education as a motivating force in learning is the topic of two papers. Minorities in aerospace education, as a general topic, is covered in nine papers; four papers deal specifically with women in aerospace education. One paper reviews a course taught by its author in which American values and the history of aviation are related. An explanation of the LEARNBALL format (a student-team approach to learning) for classroom organization is another topic. Implications of space education for the future are made in two other papers. (CS)

ED 180 848 SO 011 270

Cleveland, Harlan Wilson, Thomas W., Jr.
Humangrowth: An Essay on Growth, Values and the Quality of Life.
Aspen Inst. for Humanistic Studies, New York, N.Y.
Report No.-ISBN:0-915436-88-4
Pub Date-78
Note-61p.; Prepared through the Aspen Institute Program in International Affairs, Princeton, NJ
Pub Type- Opinion Papers (120) - Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Changing Attitudes, Developing Nations, *Economic Development, Ethics, *Global Approach, *Humanism, Individual Needs, Political Issues, *Population Growth, Public Policy, *Quality of Life, Social Change, Social Problems, *Values

Five essays analyze human needs and values in relation to population and economic growth. The first, The Trouble With Growth,'' discusses current problems: the benefits of growth are unfairly distributed; growth can damage the environment and waste resources; unproductive and dysfunctional growth is not distinguished from productive and socially useful growth; and economic growth compounds the difficulties of governance. The second essay, The Trouble With No-Growth,'' points out the need for an alternative for growth. The author names the alternative human growth, which is, he states, growth as if people mattered. The third essay, Transition South: Toward Basic Needs,'' discusses changing attitudes toward growth in developing nations. The fourth essay, Transition North: Toward Human Choice,'' focuses on the nature of the new growth ethic as evidenced by a new skepticism of science and technology, a new emphasis on ecological causes and effects, a willingness to think with a global perspective, a surge of continuing education, and a turn from quantitative to qualitative criteria as measures of personal well-being. The final essay, The Governance of Humangrowth,'' concerns problems which extend beyond national governments. In facing these global issues, priority must be given to the analysis of tradeoffs among alternative policies and actions, and providing those responsible for action access to the best thinking of those who are not. (Author/KC)

ED 180 849 SO 011 629

Education for Development. Report III.
International Labour Office, Geneva (Switzerland).
Pub Date-77
Note-103p.; Presented at African Regional Conference (Fifth, Abidjan, September-October 1977)
Available from-International Labour Office, Branch Office, 1750 New York Avenue, N.W., Suite 330, Washington, D.C. 20006 ($8.75, quantity discounts available)
Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-Adult Education, *Comparative Education, Cooperatives, *Developing Nations, *Development, Economic Disadvantagement, Educational History, *Educational Needs, *Educational Objectives, Educational Philosophy, Elementary Secondary Education, Foreign Countries, Handicapped Students, Nonformal Education, Postsecondary Education, Rural Education, Unemployed, Urban Education, Womens Education
Identifiers-*Africa

The report focuses on the role of education in facilitating effective participation of groups and individuals in development efforts in Africa. Special attention is given to problems of the poor, women, the handicapped, those uninvolved or marginally involved such as unemployed youth, and those living and working in rural areas. The report is comprised of six chapters. Chapter I establishes the interrelationships among development, participation, and education. Chapter II traces the evolution of the educational system in Africa with an emphasis on nonformal education. Chapter III discusses educational needs and examines the premises, prerequisites, and characteristics of an enabling educational system. Chapter IV focuses on areas of particular need and on specific target groups: youth, women, the disabled, cooperatives, and workers' organizations. Chapter V examines the contribution of international cooperation in enabling African countries to attain their educational and training goals. The final chapter provides a summary. (KC)

ED 180 850 SO 012 115

Neuman, W. Russell Ewick, Patricia

The Impact of the Mass Media on the Changing American Voter.

Pub Date-Aug 79
Note-32p.; Prepared for delivery at the Annual Meeting of the American Sociological Association (Boston, MA, August, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Changing Attitudes, *News Media, *Political Affiliation, Political Attitudes, *Political Issues, Press Opinion, *Public Opinion, *Trend Analysis, *Voting

The relationship between the media and public opinion concerning national elections is examined. Trends in public opinion and media emphasis were analyzed according to attention to political issues, ideological concepts, and party identification. A random sample of approximately 220 presidential election stories in the New York Times was taken for each of seven election years from 1952 to 1976. Data for public opinion were obtained from the Inter-University Consortium for Political and Social Research. Although findings are mixed, it is evident that the media's response to the different campaigns was somewhat more volatile than the public's. There was little evidence of the ability of the media to raise the salience of policy issues in the public mind. However, in the case of ideology, parallel trends in the media and public opinion were found. Public response moved upward in response to the ideological stimulus of particular candidates. It was concluded that media coverage contributes to declining party identification. (Author/KC)

ED 180 851 SO 012 158

Woolever, Roberta

College Teaching: Integrating Knowledge Acquisition, Decision-Making Skills, and a Love for John Dewey.

Pub Date-21 Nov 79

Note-13p.; Paper presented at the Annual Meeting of the College and University Faculty Assembly (Portland, OR, November 21, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Course Content, Course Evaluation, Course Objectives, *Curriculum Design, Decision Making, *Decision Making Skills, *Educational Philosophy, Educational Problems, *Education Courses, Effective Teaching, Higher Education, *Productive Thinking, Social Problems, Social Sciences, Student Motivation, Undergraduate Study

Identifiers-*Dewey (John)

This paper describes an undergraduate course for non-education majors which emphasizes rational decision making as advocated by John Dewey. The course, offered in 1976 by the School of Education at the University of North Carolina at Chapel Hill, had three instructional goals. These were to (1) provide students an opportunity to learn about current issues in American education, (2) require students to apply a model for rational decision making to one controversial education issue, and (3) familiarize students with the ideas of John Dewey. Each student selected a controversial educational issue of interest to him or her, learned a procedure for reaching a rational decision, and applied that knowledge in conducting a social inquiry (as a group member) and a values inquiry (as an individual) and in making an actual decision. In addition, an interdisciplinary core curriculum was presented through lectures, outside reading, class discussion, and films. Topics included the history of American education, the IQ controversy, busing, open education, and the philosophy of John Dewey. In addition to describing the paper, the author includes a review of the writings of Dewey and more contemporary social scientists (Hunt, Metcalf, Engle, Massialas, Cox, Iliver, Shaver, Kaltsounas, Jarolimek, and Banks) who stressed the importance of reflective thinking in making rational decisions about social issues. (AV)

ED 180 852 SO 012 159

Ehman, Lee H.

Social Education by Example: A Social Organizational Perspective on Student Learning.

Pub Date-21 Nov 79
Note-19p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Portland, OR, November 21, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Changing Attitudes, Classroom Environment, Discussion (Teaching Technique), Elementary Secondary Education, Political Attitudes, *Political Socialization, Power Structure, Research Needs, *School Environment, Social Attitudes, Social Science Research, *Social Studies, *Student Attitudes, Student Participation
Identifiers-*Hidden Curriculum

This paper explores the impact of the hidden curriculum on students. The hidden curriculum refers to the social relations and school climate of the schools. Two theories are presented as the basis for studying the relationship between school climate and students' social beliefs and actions. The generalization theory states that students view the school as a small version of society, and that they transfer their political and social beliefs developed in school to the outside world as well. The congruence theory is based on the relationship between what students are directly taught in classes and what they learn indirectly through interaction with the school authority structure. The bulk of the paper reviews more than 30 research studies about the relationship between school political climate and student attitudes and behavior. Results include the following: (1) in schools with high degrees of student participation in governance, students had high levels of political efficacy and trust, (2) teachers' support of student involvement in school affairs and school climate is related to political efficacy, (3) open classroom climate appears to foster positive political attitudes, and a closed climate is associated with negative attitudes, and (4) participation in school discussions and debates is related to higher levels of civic competence. Although some studies did not find such positive relationships, it is apparent that school and classroom climate are correlates of student political attitudes. Social studies educators should be especially aware of this when they plan course content, discussion of controversial issues, and political participation projects. (AV)

Consumer Education Organization and Implementation.

Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date-79
Note-96p.
Available from-School District of Philadelphia, 13th and Spring Garden Streets, Philadelphia, PA 19123 ($3.00)
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiotape Recordings, Audiovisual Aids, Consumer Economics, *Consumer Education, Curriculum Development, Elementary Secondary Education, Films, Games, Income, Instructional Materials, *Instructional Media, Instructional Programs, Laws, Money Management, Nutrition, Periodicals, Purchasing, *Resource Centers, Resource Guides, School Districts, Supplementary Reading Materials, Teacher Education
Identifiers-Philadelphia

This guide lists programs and instructional materials developed by or available through the consumer education division of the Philadelphia School District. Opening sections outline skills to be developed through consumer education, specific services of the consumer education division, and various workshops and inservice programs for teachers and parents of elementary and secondary students. Three sections identify scope and sequence, concepts, and specific materials for initiating consumer education programs at three levels: kindergarten through grade six, grades seven and eight, and grades nine through 12. Another section lists 14 curriculum guides and unit guides which are available from the division's Consumer Affairs Education Resource Center. Some of the guides are in Spanish. The largest section identifies 101 textbooks, supplementary printed materials, workbooks, and spirit masters which are available through the Center. Contents of the guides include consumer mathematics, general and consumer economics, money management, employment and income, law and consumer responsibility, nutrition, and shopping skills. The guides are intended for all grade levels. Each entry includes information on author or publisher, title, recommended grade level, subject area, order number and price, and a brief description of content. Concluding sections briefly describe 123 multimedia kits, eight cassettes, 11 filmstrips, 35 games, 19 transparencies, 64 videotapes, 75 16mm films, and 10 periodicals which can be borrowed from the Center. (AV)

ED 180 854 SO 012 166

Anthropology: Focus Upon Ethnic Studies.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-79

Note-166p.; Photographs preceding page 1 may not reproduce clearly in paper copy from EDRS

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Anthropology, Community Role, Comparative Analysis, Course Content, Cross Cultural Studies, Cultural Awareness, Economics, Environmental Influences, *Ethnic Studies, Family Structure, *Global Approach, Governance, Grade 12, Human Living, Marriage, Religion, Secondary Education, Social Stratification, *Social Studies, State Curriculum Guides, Technology

Identifiers-Ethnic Heritage Studies Program Act

This course syllabus is designed to serve as the basis for a one-semester, 12th grade anthropology course or a one-year, 12th grade ethnic studies course. As such it can be used as the culminating course in a kindergarten-grade 12 sequence. The ethnic studies component is based on data collected by an Italo-American Curriculum Studies Project and focuses on Italian-Americans in Brooklyn and their ancestral communities in Southern Italy and Sicily. The course is organized around nine topics: the nature of anthropology, environment and technology, the economic system, courtship and marriage, social organization: family and community, social organization: systems of stratification, governing and the social order, ideology (including religion, ritual, magic, and superstition), and culture change. For each topic the syllabus presents approximately seven major ideas with suggestions for study questions and cases to analyze. For example, an idea in economics is that the market exchange system is necessary when a highly productive technology with high labor specialization creates surplus production. A related study question is why advanced agricultural and industrial societies require a market exchange system. Case studies to analyze include international trade fairs in Tokyo or Berlin. The syllabus presents content on modern as well as primitive societies so that students will understand the breadth of scope that anthropology encompasses. (AV)

ED 180 855 SO 012 168

Holbo, Paul S.

American History in Schools and Colleges: Problems and Prospects.

Pub Date-23 Nov 79
Note-22p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Portland, OR, November 21, 1979); Essays on page 4 may not reproduce clearly in paper copy from EDRS
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Academic Standards, *Change Strategies, College Instruction, College Preparation, Communication Skills, Curriculum Problems, *Educational Problems, Educational Trends, Grading, Graduation Requirements, Higher Education, *History Instruction, Humanities Instruction, Language Skills, Relevance (Education), Student Motivation, United States History, *Writing Skills

The author stresses the need for college history instructors to make an effort to help students learn how to take good lecture notes, understand reading assignments, and obtain practice in writing. He also encourages more strict admission requirements in writing skills and college-wide adoption of more rigorous coursework. Students in American colleges and universities display an alarming lack of reading and writing skills. The problem is evident not only in English classes but in all fields of study, including history. Efforts to introduce students to key questions and concepts of history, and to interest them in important books and ideas, are hampered if they cannot understand what is being presented and express their reactions to those ideas. Possible causes of the problem include the lack of authority and purpose of public schools and institutions of higher education. Reduction of admission standards, proliferation of so-called socially relevant elective courses, replacement of requirements by guidelines, and alternative grading methods have allowed students to progress through school without being forced to learn subject matter and express themselves clearly. Another aspect of the problem may relate to national apathy and mistrust of government. Also, students who grew up in the 1950s and 1960s have little interest in the history of preceding decades because society and technology have changed so drastically from one generation to the next. (AV)

ED 180 856 SO 012 169

Shermis, S. Samuel Barth, James L.

Social Studies Teachers and Liberal Intellectual Journals: Helping Teachers in the Problem-Solving Process.

Pub Date-79

Note-18p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Portland, OR, November 21, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Problems, Intellectualization, *Periodicals,

*Problem Solving, Questioning Techniques, Reading Materials, Relevance (Education), Secondary Education, Social Problems, *Social Studies, Teacher Education, *Teacher Motivation

Despite the endorsement of problem solving by social studies educators as an important process for students to learn, research shows that most social studies teachers do not include such higher level intellectual processes in their teaching. This paper specifically deplores the lack of attention to inquiry problems. The authors suggest that social studies teachers have not adequately sensed that problems exist in the social milieu that relate to students' lives. It is necessary to sensitize teachers of social studies to the nuances of social problems and to make them more discerning about social problems as conflicts between moral values. One way to accomplish this would be to encourage teachers to read past and current issues of liberal intellectual journals such as Saturday Review,'' Atlantic,'' Nation,'' and New Republic.'' Their literary style, wide ranging concerns, and complexity of analysis could serve to promote an awareness of the presence of social problems. The journals' alarmist tones may in reality be exaggerated, but they will stimulate readers to sense that there are problem situations in the world. Also, by reading past issues teachers will see that many present problems which appear to be unique were actually apparent in past decades as well. If teachers read these journals and realize the true dimensions of social problems, perhaps they will be inspired to lead their students in identifying and exploring problems also. (AV)

ED 180 857 SO 012 170

Bingham, Jane
The Acceptance of Global Education Scale.
Pub Date-79
Note-15p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Tests, Curriculum Planning, Ecology, Economic Factors, Educational Objectives, Evaluation Methods, *Global Approach, International Relations, Justice, Peace, Political Influences, Secondary Education, *Social Studies, Social Welfare, *Teacher Attitudes, Teacher Education, Tests, World Affairs

The Acceptance of Global Education Scale (AGES) measures the attitudes of secondary social studies teachers toward goal statements for the social studies curriculum that reflect a global perspective. AGES can be used in inservice and preservice teacher training programs to form guidelines for construction of a secondary global education curriculum. The scale incorporates current perceptions of global education into ten goal statements for each of five world order tenets: reduction of violence, economic equality, ecological balance, social justice, and political participation. The scale also contains ten non-global statements taken from traditional objectives for social studies instruction. Respondents are asked to sort all 60 statements into six categories from most approved'' to most disapproved.'' An example of a statement reflecting social justice is: Students should critically examine textbooks, curriculum materials, and periodicals for bias in national and international affairs.'' The document includes directions to respondents, a response sheet, the 60 goal statements, and an explanation for ranking responses. (Author/AV)

ED 180 858 SO 012 176

Hedstrom, Judith E., Ed.

Data Book of Social Studies Materials and Resources, Volume 5.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-80

Contract-400-78-0006

Note-362p.; For a related document, see ED 166 120

Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00)

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-*Catalogs, Curriculum Guides, Elementary Secondary Education, Games, Higher Education, *Instructional Materials, Resource Guides, Simulation, *Social Studies, Supplementary Textbooks, Teacher Education, Textbooks

Identifiers-Information Analysis Products

The Data Book contains descriptive analyses of new social studies materials for kindergarten through Grade 12, teacher resource materials, ERIC abstracts of curriculum guides, and a listing of all social studies materials published in 1979. It is intended to help teachers, administrators, curriculum coordinators, and college methods professors in selecting appropriate materials on the basis of grade level, discipline, underlying philosophy, goals, strategy, structure, content, innovativeness, and merit. Four major sections comprise the book. Section One includes 63 two-page analyses of social studies textbooks and supplementary and nonprint materials. Section Two contains 20 short analyses of teacher resource materials. Each analysis summarizes the purpose, intended uses and users, and contents of each resource book. Section Three provides abstracts of 20 social studies curriculum guides identified through the ERIC system. Section Four contains a listing of 644 social studies materials published in 1979 and is organized by subject area. Each section is indexed according to author/editor, developer, grade level, publisher/institution, and subject area. (Author/KC)

Haas, John D.

Future Studies in the K-12 Curriculum.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-400-78-0005; 400-78-0006
Note-101p.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($8.95)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Annotated Bibliographies, *Curriculum Development, *Decision Making, Elementary Secondary Education, *Futures (of Society), Global Approach, *Interdisciplinary Approach, Language Arts, *Prediction, Public Policy, Sciences, Social Studies, Systems Analysis, Teaching Guides
Identifiers-Information Analysis Products

This guide is designed to help elementary and secondary school teachers and curriculum developers plan units on the future. It is presented in five sections. Section I discusses the origins of the modern futures movement and the concepts of future studies, time dimensions, global approach, self-fulfilling and self-defeating forecasts, and types of futures orientations. Section II examines human futures in terms of values, knowledge, technology, and social issues. Section III presents methods of forecasting the future: genius forecasting, characterized by the creativity, analysis, and intuitiveness of novelists and scientists; trend extrapolation, the extension of present and historical patterns into the future; consensus of experts on a particular issue; simulation; cross-impact matrix analyses which chart possible future events and their influence on other events; scenarios, decision trees, and pictorial representations of the potential results of alternative approaches to crucial decisions; and systems analysis for use in public policy decisions. Section IV provides suggestions for curriculum planning, including topics in communication, energy, family life, food, health, values, transportation, work, international affairs, and education. Examples of unit formats are also provided. The document concludes with annotated bibliographies of general readings for the teacher and curriculum developer, specific futures topics, and future studies curricula. (KC)

ED 180 860 SO 012 179

Dillon-Peterson, Elizabeth Greenawald, G. Dale
Staff Development for the Social Studies Teacher.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-400-78-0006
Note-91p.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($6.95)
Pub Type- Information Analyses (070) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Elementary Secondary Education, *Inservice Programs, Needs Assessment, Professional Development, Program Costs, Program Development, Program Planning, Resource Allocations, Social Studies, *Staff Improvement, *Success Factors, Teacher Motivation
Identifiers-Information Analysis Products

The book identifies critical variables that influence the success or failure of staff development programs for social studies teachers and provides suggestions for planning and implementing effective inservice activities. It is based on interviews with 24 educators of diverse backgrounds and the authors' own practical field experiences as well as their knowledge of the literature. The book is presented in eight chapters. Chapter I discusses the need for staff development emphasizing the number of new curriculum areas, vast array of instructional materials and strategies, and teachers' need for assistance. Chapter II focuses on the need to create a climate characterized by effective communication, organizational commitment, and community support. Chapter III examines the importance of a systematic and continuous planning process based on an assessment of long-term and short-term organizational and individual needs. Chapter IV discusses the assignment of leadership and responsibility for staff development, considering desirable traits and the advantages and limitations of various kinds of educators in relation to this position. Chapter V emphasizes the allocation of human and financial resources and discusses factors to consider in estimating these needs. Chapter VI focuses on effective goals, content, and strategies. Chapter VII lists formal and informal incentives for successful teacher participation. The concluding chapter explains the essentiality of and factors relating to meaningful evaluation and follow-up. Appendices offer a sample outline of a long-range staff development plan including a needs assessment instrument and a staff development program assessment form. (CK)

Lungmus, Dorothy And Others
Consumer Education Sourcebook.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-400-78-0006
Note-131p.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($9.95)

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Annotated Bibliographies, Audiovisual Aids, Consumer Economics, *Consumer Education, *Curriculum Development, Curriculum Guides, Economic Education, Educational Games, Elementary Secondary Education, *Instructional Materials, Measurement Instruments, *Organizations (Groups), Periodicals, Simulation, Supplementary Reading Materials, Teaching Methods, Textbook Evaluation
Identifiers-Information Analysis Products

An annotated list of currently available student and teacher resources for consumer education in grades K-12 is provided. The document contains two sections. Section I describes student and teacher materials. Student materials include current (1976 or later) textbooks; supplementary print materials such as pamphlets, books, duplicating masters, transparencies, and workbooks; audiovisual materials; and games and simulations. The grade level, reading level, price, subject area, strategies and requirements for use, and consumer economics focus are provided for each entry. Categories for teacher materials are handbooks and sourcebooks which provide background information on consumer economics, curriculum guides for planning courses or programs, and a variety of materials indexed in ERIC. Section II lists local, state, and national consumer organizations and relevant periodicals. The Consumer Education Materials Analysis Instrument, a list of publishers, and a cross-reference index are included in appendices. (KC)

Cohen, Elizabeth G. Sharan, Shlomo
Modifying Status Relations in Israel Youth: An Application of Expectation States Theory.
Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date-77
Grant-1-R01-MH-23469-01
Note-27p.; Paper presented at Annual Meeting of the American Education Research Association (New York, NY, April 1977)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, Cultural Factors, Ethnic Groups, *Ethnic Status, Evaluation Methods, Foreign Countries, *Group Dynamics, High Achievers, Interaction Process Analysis, Junior High School Students, Low Achievement Factors, Models, Peer Teaching, Secondary Education, Social Science Research, Speeches, Statistical Analysis, *Status, *Theories, *Youth
Identifiers-Israel

Group participation by Israeli youth is examined in light of the Theory of Status Characteristics and Expectation States. This theory maintains that social and/or group status influences expectations of competence and triggers self-fulfilling prophecies of performance. An experiment designed to prevent unwanted dominance of high status participants was conducted among 15 four person control groups and 45 four person experimental groups of Israeli youth of different ethnic backgrounds. It was hypothesized that the greater initiation and influence of Jews of Western ethnic background (as compared with Jews of Middle Eastern background) would diminish in groups receiving expectation training. Group tasks involved youth in activities including conversing in foreign languages, constructing geometric models, playing simulation games, assembling radios from kits, and constructing three dimensional puzzles. Project staff praised achievements of quick and slow learners equally and worked with all students until they could teach tasks to their trainers. Statistical analysis by ethnic background of boys in both groups indicates that Western influence, which was significant in the control groups, was greatly reduced in groups involved in the experimental training. Findings related to the effects of expectation training on initiation data are less clear. Applications of expectation training to the classroom are discussed. (DB)

ED 180 863 SO 012 194

Gross, Richard E. Dynneson, Thomas L.

A White Paper'' Summary Report and Recommendations Concerning Critical Issues in the Social Studies.

Pub Date-Dec 79

Note-14p.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Needs, Educational Objectives, Educational Practice, Educational Problems, Educational Trends, Elementary Secondary Education, Higher Education, *Intellectual Disciplines, *Social Studies, Teacher Education

This paper discusses social studies practices, objectives, status, and concerns. It also provides recommendations for improving social studies teaching and research. Recommendations and ideas evolved from a two week conference of social studies educators held at Stanford University in summer, 1979. Conference objectives were to review social studies trends, evaluate innovative programs, exchange ideas among social studies educators, evolve guidelines for implementing new ideas, and develop proposals and recommendations for improving social studies. Activities involved participants in listening to formal presentations on social science disciplines and in discussing and presenting recommendations in small committees on critical social studies issues. Issues included social studies scope and sequence, basis for content, relationship between elementary and secondary school curricula, testing and measurement emphases, teacher training, status, innovative practices, and extending the impact of elementary social studies. Recommendations included that teacher training programs should include scope and sequence issues, social studies educators should work closely with textbook publishers, conceptual and skill development should be integrated into all social studies curricula, and social studies educators should become involved in the evaluation of achievement tests. (DB)

ED 180 864 SO 012 195

Teaching of Family Planning at Medical Nursing and Midwifery Schools in Certain Countries of the Region.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
Pub Date-Jul 79
Note-50p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Birth, Clinical Experience, Comparative Analysis, Comparative Education, Contraception, Educational Trends, Family Life Education, *Family Planning, Foreign Countries, Gynecology, Higher Education, *Medical Education, Medical Services, Nurses, Obstetrics, Physicians, Pregnancy, *Professional Education, *Program Content, Sex Education

A review is given of the status of family planning education at medical, nursing, and midwifery schools in seven European countries. The report is presented in 11 sections. Section one, an introduction, explains the scope of the study and defines family planning to include birth control, pregnancy and delivery, problems of adolescents, family life education, and sex education. Sections two through eight review in outline form the content and sequence of educational programs for family planning in Sweden, Poland, Yugoslavia, Italy, France, the Netherlands, and the United Kingdom. For each country individual attention is given to programs of undergraduate, postgraduate, and continuing education in medical, nursing, and midwifery schools. Sections nine through 11 present a summary, conclusions, and recommendations. Although the length of training is approximately the same for similar positions across the countries, there are variations in teaching methods, program content, and responsibilities in the field. Among the author's recommendations are that students in all three types of school receive more practical training and that curriculum become more multidisciplinary. (AV)

ED 180 865 SO 012 197

Olds, Debra Eaton

Masculinity, Femininity, Achievement Conflicts and Health.''

Pub Date- 79

Note-13p.; Paper presented at Annual Convention of the American Psychological Association (New York, NY, September 3, 1979)

Pub Type- Reports - Research (143) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Androgyny, Competition, Fear of Success, *Females, Individual Psychology, *Males, Mental Health, *Motivation, *Psychological Characteristics, Self Actualization, Sex Differences, Social Science Research, *Success Factors, *Work Attitudes

The objective of this study is to measure achievement motivation in terms of psychological masculinity and femininity rather than in terms of biological gender. The terms, psychological masculinity and femininity, refer to sets of characteristics desirable for both sexes. Masculine characteristics include independence, self-confidence, competitiveness, and activeness; feminine traits are gentleness, helpfulness, warmth, and understanding. One hundred eighty-five students at New York University completed measures of masculinity, femininity, achievement motivation, a psychosomatic symptom checklist, and questions assessing the quality of relationships with family and friends. Academic transcripts were also made available. Four components of achievement motivation were measured: mastery (striving to meet internal standards of excellence), work (the desire to work hard and keep busy), competitiveness, and personal unconcern (an unconcern with the reaction of others toward achievement). Results indicate that mastery and competitiveness are related to masculinity, and work is related to both masculinity and femininity. In addition, males scored significantly higher than females on competiveness; the absence of masculinity is associated with feelings of self-doubt; competitive females were more likely to irrational fears and self-doubts; masculine women performed better in college than their less masculine counterparts; and fear of success is associated with absence of masculinity for both sexes. (Author/KC)

ED 180 866 SO 012 199

Course of Study: Afro-American History. Grades 11 and 12. Revised.

Pittsburgh School District, Pa.

Pub Date-Jun 77

Note-237p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*African History, *American History, Black Culture, *Black History, Black Leadership, Black Power, Civil Rights, Civil War (United States), Colonial History (United States), Grade 11, Grade 12, History Instruction, Reconstruction Era, Revolutionary War (United States), Secondary Education, Slavery, *United States History

Secondary level units, written in outline form, present the historical influence and significance of blacks in American history. Information is arranged into two major parts: Part one offers a chronological approach to black history; Part two presents a topical approach. Part one includes 14 units. Units I, II, and III discuss a rationale for a course in Afro-American history, African backgrounds, and the slave trade. Unit IV focuses on slavery in colonial America and black participation in the American Revolution. Units V through VIII trace the role of the black through Reconstruction. Topics include the slavery system, slave revolts and insurrections, the Abolition Movement, and the Civil War. Unit IX discusses the role of the Negro in western expansion and industrial growth. Unit X traces the rise of Jim Crowism, the Booker T. Washington philosophy, and opposition to that philosophy by W.E.B. DuBois. Units XI through XIV concern the black in the 20th century. Topics deal with the black renaissance of the twenties, the depression years, the New Deal, blacks in World War II, the contemporary black revolution, and the 1970s. Part two presents ten topical units which include Life Under Slavery, Negro Participation in American Wars, Reconstruction and Segregation, The Negro's Quest for Freedom, The Negro's Role in the Growth and Expansion of American Society, Development of Black Awareness, and the Report of the National Advisory Commission on Civil Disorders. Student activities are included with each unit. Objectives and a list of relevant textbooks are provided. (KC)

Alcalay, Rina Caldiz, Laura

Barriers to Effective Intercultural Communication in Family Planning.

Pub Date-4 Aug 79
Note-19p.; Presented at the Speech Communication Association Intercultural Communication Conference (Honolulu, HI, August 4, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Culture, Children, *Cross Cultural Studies, Cultural Awareness, *Cultural Differences, Employment, Family Influence, Family Life, *Family Planning, Family Role, *Females, Interpersonal Competence, *Latin American Culture, Self Concept, Sexuality, Social Attitudes

The document addresses communication problems between Anglo-American family planning counselors and Latin-American clients. Cultural differences in attitudes toward family, work, and sexuality are examined. The extended family provides the Latin-American woman with positive self-identity and serves as a source of social relations; it also favors and facilitates raising a large number of children. In contrast, family structure in the United States is characterized as nuclear; the woman is socially isolated if she remains solely in the role of housewife. Also, because of the absence of the extended family, the task of rearing children is the responsibility of the couple. Thus, work becomes a source of identity, influence, and social relations for the Anglo-American woman. On the other hand, labor laws in almost all Latin American countries make it easier for women to have and bring up children than does North American legislation. For example, obligatory day nurseries exist at locations which employ more than a minimum number of women. Finally, the greater difficulties in obtaining sex information as well as cultural obstacles, such as the Catholic church, increase the risk of unwanted pregnancies for Latin-American women. The easier access to relevant information and explicit discussion of sexual matters increase family planning alternatives for Anglo-American women. The conclusion is that the advantages of a radical limitation in the number of children are not clear cut in a Latin culture. Effective intercultural communication must be based on this knowledge. (Author/KC)

ED 180 868 SO 012 203

Rosenau, James N.

Toward a New Civics: Teaching and Learning in an Era of Fragmenting Loyalties and Multiplying Responsibilities.

Pub Date-79
Note-21p.; Prepared for Annual Meeting of the American Political Science Association (Washington, DC, August 31-September 3, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Citizen Role, *Citizenship Responsibility, *Civics, Decision Making Skills, Democracy, *Educational Responsibility, Elementary Secondary Education, Futures (of Society), *Global Approach, Political Issues, Political Science, Self Actualization, Social Problems, Social Studies, World Affairs

The author contends that conceptions of citizenship education must be updated to prepare students for participation in an increasingly interdependent, complex, and changing world. Good citizenship refers to the degree to which decisions regarding public affairs are undertaken self-consciously and purposively. Responsible citizenship involves a sensitivity to the ways in which decisions and actions may become part of the aggregative processes that give direction and structure to public affairs. Increasing interdependence has complicated the citizenship process through the advent of an era of scarcity, the growing demands of the disadvantaged for a redistribution of wealth, the mushrooming of subgroup loyalties and divisiveness in national communities, the declining capacity of governments to govern, and the shift of attention in world affairs from military-security issues to social-economic issues. Thus, education must provide students with the ability to assess unintended circumstances, see behavior as the result of role expectations, recognize patterned behavior and the social systems which create the patterns, differentiate historical trends from current dynamics, discern the limits of historical patterns, appreciate the power of industrialization and large-scale organizations, and know when to be outraged and when to suspend judgment. (Author/KC)

ED 180 869 SO 012 204

Wilson, Everett K.

The Scholarly Route to Becoming a Teacher of Sociology.

Pub Date-79
Note-26p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Course Organization, Educational Assessment, *Educational Needs, *Educational Practice, Effective Teaching, Graduate Students, Higher Education, *Intellectual Disciplines, *Needs Assessment, Research Methodology, *Research Needs, *Sociology, Student Characteristics

The paper considers how research and teaching of sociology will be improved if sociology graduate students receive training with a different emphasis. The major problem besetting sociology education centers on the dominance of quantitative techniques. This technical dominance in the field of sociology has resulted in excluding: subject matter, skill in detecting analytically similar situations, and ability to apply general principles to an individual case. Specific problems in graduate training of sociologists in colleges and universities include premature specialization, failure of departments to transmit an understanding of the entire discipline, and lack of emphasis on integrating sociology with other disciplines. Sociology education will be improved if students are provided background in mathematics, history, literature, and a biological or physical science and if they are shown how sociology can contribute to these and other disciplines. Further, sociology graduate programs should devote more time to studying the social world with which students are familiar. (DB)

Bordow, Allan

Communications While Researching: A Profile of Social Scientists from Three Sydney Universities.

Pub Date-Jan 79
Note-14p.; Paper presented at the Australian and New Zealand Association for the Advancement of Science Congress (Auckland, New Zealand, January, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Problems, Foreign Countries, Information Needs, *Publications, *Researchers, Research Needs, *Research Problems, *Social Science Research
Identifiers-*Australia

The communication activities and problems of Australian social scientists in research and publication are reported. The sample consisted of 52 social scientists from three universities in Sydney who were interviewed individually. Participants responded to questions concerning their research interests, how they kept abreast of development in their specific disciplines, and difficulties in keeping up to date. Questions concerning respondents' own publications, the medium in which their research was printed, reasons for choosing a particular medium, and whether the communication activities associated with the publication were satisfactory, were also included. Results indicated that the communication activities of the social scientist while researching involve a highly select examination of relevant literature, contact with researchers overseas and in Australia, and reports of results in seminars and conferences. Overseas publication, 80% of the time in relevant journals, completes the cycle. The major communication problem is being able to keep up with the printed word. Automated retrieval systems are not helpful because the major portion of the literature cited is housed overseas. Implications are for the development of an informal communication network which would condense the range of information originating overseas and make it available to social scientists in Australia. (Author/KC)

Meszaros, Bonnie Saunders, Phillip

A Guide to Trade-offs.

Agency for Instructional Television, Bloomington, Ind.
Pub Date-78
Note-50p.; Photographs may not reproduce clearly
Available from-Agency for Instructional Television, P.O. Box A, Bloomington, IN 47401 ($1.25, quantity discounts available)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Capitalism, Citizenship, *Class Activities, Consumer Education, *Decision Making, *Economic Education, Elementary Secondary Education, Labor Market, Natural Resources, *Problem Solving, Productivity, Social Studies

The guide is designed to accompany fifteen 20-minute economic education film/television programs for ages nine to 13. The emphasis is on economic decision making and problem solving. A statement of key concepts, suggestions for introducing the program, a summary, questions to help students resolve the problem posed at the end of the program, and class activities are included. Lessons one through four examine the concept of scarcity. A five-step model helps students develop skills in analyzing problems and making decisions in personal and social situations. Lessons five through eight focus on increasing productivity as a way of eliminating scarcity. Specialization and division of labor, investing in capital goods, and improving education and training of workers are discussed. Activities include creating a greeting card assembly line and simulating an investment decision. Lesson nine deals with how voluntary exchange and the use of money can facilitate the allocation of limited resources. Activities include a barter game and creating stories about money and exchange. Lessons 10 through 13 are concerned with market prices and how they help in deciding the use of limited resources. Students analyze graphs illustrating the market demand for hot dogs and yoyos and plot supply graphs for the same products. Lessons 14 and 15 discuss solving two problems which occur in an unregulated, free economic system: reducing indirect costs and increasing indirect benefits. Information on films or videocassettes is provided by Agency for Instructional Television, Box A, Bloomington, Indiana, 47401. (KC)

ED 180 872　　　　　　　　　　　　　　　　SO 012 222

Education in Asia and Oceania: Reviews, Reports and Notes. Number 15, June 1979.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date-Jun 79

Note-72p.

Available from-UNIPUB, 345 Park Avenue South, New York, NY 10010 ($6.00)

Pub Type- Collected Works - Serials (022) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, *Asian Studies, Burmese Culture, Chinese Culture, *Comparative Education, Developing Nations, Early Childhood Education, Educational Administration, Educational Change, Educational Innovation, *Educational Practice, *Educational Trends, Elementary Secondary Education, Family Life Education, Foreign Countries, Health Education, Korean Culture, Literacy Education, Nonformal Education, Postsecondary Education, Rural Education, Teacher Education, Vocational Education, Womens Education, Youth Programs

Identifiers-Australia, New Zealand, Oceania, Pakistan, Thailand

This periodical contains special reports, reviews, and notes of recent documents on education in Asia and Oceania. The first section contains special reports on Pakistan's new educational policy and Thailand's new educational system. Pakistan's 1978 policy provides for village workshops for out-of-school youth; a national council on adult education; citizen's education through radio, television, cinema, newspapers, and pulpits of mosques; production-oriented vocational education; 30 Arabic teaching centers; federal funding of universities; and a research center to examine student attitudes, issues, and problems. The implementation of the National Scheme of Education in 1977 brought several changes to Thailand's educational system: education is now considered a life-long process; educational administration is decentralized although curricula is determined by central authorities; and more elective vocational subjects are available. The second section presents reviews of recent publications. Included are studies of vocational training in higher secondary education in India, universal primary education in Indonesia, early childhood education in Malaysia, and adult education in India. The third section contains a brief report on equipment for science education in Australia and the Centre for Production and Training for Adult Education Television in Singapore. The final section, Notes on Asian Documents, describes numerous major publications of the Educational Documentation and Information Service of the Unesco regional office. Sources of documents and addresses are included. (KC)

ED 180 873 SO 012 223

Wilson, Cathy R. Schug, Mark C.
A Guide to Games and Simulations for Teaching Economics. Third Edition.
Joint Council on Economic Education, New York, N.Y.
Report No.-JCEE-283
Pub Date-79
Note-91p.
Available from-Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036 ($2.00)
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Classroom Games, *Economic Education, *Educational Games, Elementary Secondary Education, Role Playing, *Simulation, Social Studies, *Teaching Methods

The document provides an annotated list of 130 games and simulations for elementary and secondary economics courses, outlines procedures for using games, and reviews research studies on social science games and simulations. It is presented in five chapters. Chapter I lists selection criteria: the simulation/game must use the role playing features of simulation and the competitive nature of games; the exercise has to involve the use of economic behavior, goals, and/or concepts; it must be applicable to many classroom situations; and all exercises must be commercially and/or publicly available. Chapter II discusses constructing, selecting, and using games in the classroom and provides a bibliography on the subject. Chapter III summarizes findings in current research on instructional games in economics and the social sciences. Chapter IV contains the annotated list of currently available simulations and games. Each entry provides title and source, subject matter, grade level, approximate playing time, cost, number of participants needed, and a description of procedures and objectives. Chapter V lists other appropriate games and simulations, bibliographies, and journals. Addresses of publishers and distributors are included. (KC)

ED 180 874 SO 012 231

Peters, Gary L. Larkin, Robert P.

Population Geography: Problems, Concepts, and Prospects.

Pub Date-79

Note-254p.

Available from-Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, IA 52001 ($8.95)

Pub Type- Books (010) - Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors-Birth Rate, Data, Death, Demography, Depleted Resources, Developed Nations, Developing Nations, Environmental Education, Family Planning, Food, Global Approach, Government Role, Interdisciplinary Approach, Migration Patterns, *Population Distribution, *Population Education, *Population Growth, *Population Trends, Secondary Education, Theories, Urbanization, *World Problems

This book introduces secondary students to population geography.

Material from other disciplines is included because the study of population is multidisciplinary. It is presented in eleven chapters. The introduction considers definitions of concepts and aspects of population geography, explaining the emphasis on spatial patterns of population characteristics and processes. Chapter I presents the world population situation in historical perspective as well as current and future population trends. Chapter II discusses and analyzes reasons behind the spatial distribution of the world's population. Chapter III examines theories of population change, such as the Malthusian model, communist-socialist theory, demographic development, multiphasic response, and demographic development. Chapter IV describes conceptual difficulties, sources, and the quality and completeness of various types of population data. Chapters V and VI discuss patterns and trends of mortality and fertility. Chapter VII presents objectives and bases of population policy and discusses family planning programs. Chapters VIII and IX offer historical background, theory, patterns, and trends of migration, immigration, and urbanization in developing and developed countries. Chapter X discusses the relationship between population growth, resource depletion, and the environment. The final chapter examines current trends in food production, expanding world food supplies, and future possibilities relating to agriculture and food supply. Numerous charts and graphs illustrate the book. (CK)

ED 180 875 SO 012 232

Kleinbach, Russell Allon, Natalie

The Place of Sociology in the General Education Curriculum of a Career-Oriented College.

Pub Date-Aug 79
Note-8p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, August 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Teachers, *Course Content, *Course Objectives, Higher Education, *Sociology, Student Interests, *Student Needs, Student Teacher Relationship, Teacher Improvement, Teaching Procedures, *Undergraduate Students

Goals, course content, and teaching processes for sociology courses for non-sociology majors are outlined. Four general goals for teaching sociology in this context are introducing concepts, methods, and theories of the discipline; providing training in conceptualization and reflection; expanding the student's cultural perspective; and enabling students to effectively control the stability, changes, and content of their lives. Teaching goals include encouraging students to examine personal goals, build self-confidence, and argue multiple sides of an issue. The content of teaching should make students aware of their own ethnocentrism and of the concept of cultural relativity. The content should also vary in format, be geared to social atmospheres in different classes, point out ambiguities and complexities on personal and social levels, and examine similarities and discrepancies between what is (social structure) and what ought to be (cultural values). In the process of teaching, the instructor should give a sense of openness and flexibility; give willing students a chance for extra work; use concrete classroom aids; learn about students; and seek relevance in sociology by focusing on student interests such as appearance, clothing, bureaucracy, and family. (Author/KC)

ED 180 876 SO 012 233

Education Through Art Secondary School.

Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date-79
Note-83p.; Portions of the "Course Outline Charts" on pages 6-9 may not reproduce clearly in paper copy from EDRS due to dark gray background
Available from-Texas Education Agency, 201 East 11th Street, Austin, TX 78701 ($1.00 while supply lasts)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Art Appreciation, *Art Education, Art Expression, Audiovisual Aids, Bibliographies, Classroom Design, Commercial Art, Developmental Stages, Educational Objectives, *Evaluation Criteria, Film Production, *Fine Arts, Handicapped Students, *Handicrafts, Painting, Photography, Sculpture, Secondary Education, Talented Students, *Visual Arts

The guide is intended to help teachers and administrators evaluate secondary level art programs and establish new programs. Two major sections outline a junior high/middle school program and a senior high school program. Each section includes a brief analysis of the developmental stages of early and maturing adolescents; objectives; a course outline chart which relates the major arts areas to concepts, materials, and techniques; suggested procedures and approaches for each of the areas; art for the talented and handicapped; and evaluation criteria. The major art areas are design, drawing, painting, printmaking, sculpture, crafts, photography and filmmaking, and art appreciation. The appendix includes suggestions for exhibiting student work, entering competitions, and planning an art room. Floor plans for art rooms, terminology that students should understand, a bibliography which lists books according to the major art area, and sources of audiovisual materials are also included. (KC)

ED 180 877 SO 012 240

Tabbert, Jon Charles, Ed. Peterson, Fredrick E., Ed.

People of the Prairies: A Norwegian and German-Russian Curriculum Guide.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-78
Note-193p.; Section I entitled University of North Dakota's Chester Fritz Library Collection'' and the map of North Dakota on page 83 may not reproduce clearly due to fading ink
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Art Education, *Cultural Awareness, *Curriculum Development, *Ethnicity, Food, Geography, History Instruction, Home Economics, Humanities Instruction, *Immigrants, Language Arts, Mythology, Secondary Education, Social Studies, Sociology
Identifiers-North Dakota

The guide presents secondary level units designed to promote understanding of the two largest ethnic groups in North Dakota, the Norwegians and the German-Russians. The book is presented in five parts. Part I provides an historical overview of the Norwegian and German-Russian migration to North Dakota. Part II presents three Norwegian units on mythology, language arts, and art. Students compare Norwegian myths with other mythologies, investigate contributions to society by outstanding Norwegians, and create traditional Norwegian art. Reproducible patterns for art work are included. Section III examines German-Russian geography, history, and social studies. Students trace family ties, the migration of German-Russians, prepare a German-Russian meal, and construct a scale model of a pioneer home. Maps, recipes, and instructions for constructing the home are included. Section IV contains brief descriptions of sociology, speech, language arts, humanities, social studies, and home economics units. Section V contains a bibliography and a list of resource organizations. Norwegian recipes, an outline of ethnic characteristics, and a pedigree chart are included in the appendix. (KC)

Brewer, J. Gordon
The Literature of Geography: A Guide to Its Organization and Use.
Pub Date-78
Note-264p.
Available from-Shoe String Press, Inc., P. O. Box 4307, 995 Sherman Avenue, Hamden, CT 06514 ($17.50)
Pub Type- Books (010) - Reference Materials - Bibliographies (131) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-Area Studies, Atlases, Bibliographies, Cartography, Elementary Secondary Education, Geographic Concepts, *Geography, Government Publications, Higher Education, Human Geography, Literature Guides, Periodicals, Physical Geography, *Reference Materials, Statistical Data, Textbooks, World Geography

This book provides an introduction to basic sources of selected information about geography for both student and librarian. The objective is to identify the most useful, significant, and authoritative sources of general geography and within each branch of the subject. Written in a narrative style, the book emphasizes recently published reference works, and bibliographic sources written in the English language. Items for the most part were published from 1972-mid 1977, and include bulletins, books, journals, encyclopedias, dictionaries, gazetteers, atlases, newspapers, and yearbooks. The book is presented in thirteen chapters. Chapter I defines the scope, structure, and use of geographical literature, while Chapter II outlines some library services and the ways geographical material is organized in library collections. Chapters III through V discuss general geographical literature, including bibliographies, reference works, periodicals, monographs, textbooks, and collections. Chapters VI and VII examine cartobibliography and sources of statistics. Chapter VIII covers government and international organizations' publications. Chapters IX through XIII discuss various specific areas of geography, including the history of geography and geographical thought, geographical techniques and methodology, physical geography, human geography, and regional geography. Title, author, publisher, edition, date, and age level when relevant, are offered for each item, as well as a brief annotation identifying the work's importance within the structure of the literature and an assessment of its likely relevance. (CK)

ED 180 879 SO 012 242

Discussion Leader Guide for Confrontation: A Human Relations Training Unit and Simulation Game for Teachers and Administrators in a Multi-Ethnic Elementary and High School.

Far West Lab. for Educational Research and Development, Berkeley, Calif.
Spons Agency-B'nai B'rith, New York, N.Y. Anti-Defamation League.
Pub Date-70
Note-28p.
Available from-Anti Defamation League, 823 United Nations Plaza, New York, NY 10017 ($1.95)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Attitudes, Classroom Environment, *Conflict Resolution, Discussion Groups, Educational Problems, Elementary Secondary Education, *Inservice Programs, Parent Attitudes, *School Community Relationship, *Sensitivity Training, *Student School Relationship, *Student Teacher Relationship, Teacher Attitudes

This discussion leader guide for teachers and administrators is designed to accompany four films in a human relations training unit titled ``Confrontation.'' The guide is presented in two parts. Part I outlines objectives and episodes in each film and suggests discussion questions and solutions. Objectives of the first film, ``School-Community,'' are to make school personnel aware of the communication gap between school and community and to encourage participants to take concrete steps toward increasing communication with the community. The second film, ``Alienating Language,'' presents ways in which language can aid instead of prevent effective communication and stimulates viewers to examine their own language. The third film, ``Rules and Regulations,'' examines the reasonableness and necessity of school rules and encourages discussion of ways of enforcing rules so that students' self-respect is left intact. The final film, ``Classroom Confrontations,'' depicts classroom conflict so that participants may examine problems which cause the conflict and anticipate their occurrence. Part II presents four model lessons for effective discussions. Each model organizes skills around problems most likely to occur in human relations discussions and concentrates on one discussion objective. Model I focuses on the non-participant and the content of the film; Model II on the discussion monopolizer and the relevance of the film to the individual school; Model III on techniques for reconciling opposing points of view and proposing solutions; and Model IV on getting off the subject and implementing solutions. The films are available from the Anti-Defamation League. (KC)

ED 180 880 SO 012 247

Mandel, Barbara

Biology, Culture and Society: An Explanation of Human Development.

Pub Date-Aug 79

Note-20p.; Paper prepared for the members of the Sociobiology panel at the Annual Meeting of the American Sociological Association (Boston, MA, August 27-31, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Anthropology, Behavioral Science Research, Biology, Culture, Data Analysis, Higher Education, *Human Development, Information Needs, *Intellectual Disciplines, Research Methodology, *Research Needs, Research Problems, Social Influences, Social Science Research, *Sociology

Identifiers-*Sociobiology

Traditional sociological conceptions of human group development and early human group behavior are critiqued in light of anthropological, biological, and physiological data. The objective of the study was to identify shortcomings of sociological research when non-sociological data is consistently ignored. Review of sociological studies of human behavior indicates that sociologists generally do not use historical evidence as a basis of their assumptions and that they do not study non-human animals to explain human behavior. Further, sociologists have been consistently negligent in establishing a framework which is grounded in data on the origin of human group life. Specific inadequacies can be found in sociological studies of the cultural role of language; relationships between the developments of bipedalism, toolmaking, and communication; division of labor in hunting and gathering societies; and development of ritualistic and other specialized behaviors. The conclusion is that sociology will become a more valid academic discipline if sociologists integrate scientific data from other areas into their research. (DB)

ED 180 881 SO 012 248

Tiemann, Adrian R.

Environmentalism and Social Change.

Pub Date-21 May 79
Note-26p.; Presented at the National Conference on Energy and the Environment (Sixth, Pittsburgh, PA, May 21, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Activism, *Ecology, *Economic Development, *Environment, Environmental Influences, Federal Regulation, Futures (of Society), Government Role, Industry, Information Needs, *Public Opinion, Social Attitudes, *Social Change, Social Planning, Social Science Research, *Technological Advancement, United States History

A high level of individual concern with environmental issues characterizes the ecological crisis of the 1970s. In spite of this increased public involvement, however, many basic problems facing humans as they interact with the environment have remained constant throughout history. For example, the sometimes conflicting concepts of scarcity, dominion of humans over nature, stewardship of the environment, and preference for nature over artifice and/or vice versa, are interwoven throughout history. These issues developed in the United States during the 1800s into concern over welfare versus individual progress, urban (industrial) versus rural (agricultural) values, and social welfare movements designed to care for less fortunate people and wild creatures. During the 1970s, major developments on the environmental scene included the professionalization of protest, the spread of negative attitudes toward industrial pollution and wasteful practices, and the widespread conviction that environmental and energy problems could be controlled through social action. Policy makers will be more successful in solving social/environmental problems if they review past solutions to environmental problems and if they employ social science research techniques to investigate areas such as social forecasting, reactive market research, setting and achieving environmental goals, and analyzing data by more sophisticated means. (DB)

ED 180 882 SO 012 249

Tiemann, Adrian R.

Environment and Technology in Sociological Perspective.

Pub Date-29 Aug 79
Note-30p.; Presented at the Annual Meeting of the American Sociological Association (Boston, MA, August 29, 1979)
Pub Type- Speeches/Meeting Papers (150) · Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Business, Business Education, *Cooperation, Ecology, *Economic Development, Higher Education, *Industry, Information Needs, Information Utilization, Research Needs, Social Change, Social Planning, Social Science Research, Social Sciences, *Sociology, Technological Advancement, Values

Sociology will more meaningfully address social change within the private sector if it considers the relationship between business planning and the constraints which operate on industry in the sphere of technology implementation. Specifically, sociologists should incorporate realities of business planning into industry-related models if sociology is to meaningfully address social change within the private sector. The debate between technological advancement and environmental protection serves as a good example of a case in which social science research can provide information and help effect compromise on social problems. When business/industrial managers recommend a course of action or offer a specific technology forecast, they do not normally even when environmental concerns are involved seek advice from social scientists. They do, however, consider many factors such as the size and financial resources of the organization, social reactions to the development, impact of the technology on internal company functioning, future prospects, and the ability of the organization to meet the technologically derived demands. Sociologists can help management make more sophisticated plans by offering to focus their research techniques on additional factors such as needs, demands, resources, regulations, values, trade-offs between technological development and environment, public education needs, and the relation of profit maximization to social needs. (DB)

ED 180 883 SO 012 250

Tiemann, Adrian R.

Sociology in the Marketplace: Melioration in a New Setting.

Pub Date-28 Aug 79
Note-20p.; Paper presented at the American Sociological Association session "Sociologists in Business" (Boston, MA, August 28, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Economic Factors, Educational Needs, Higher Education, *Intellectual Disciplines, *Problem Solving, Professional Development, Relevance (Education), *Research Needs, *Research Opportunities, Social Problems, *Sociology

Sociologists will improve the status of their discipline and contribute more to the solution of social problems if they recognize sociology's relevance to the private sector. Four concerns are basic to this recognition identifying the private sector's needs, ascertaining how other disciplines appear to meet these needs, recognizing factors which impede sociological practice, and improving the packaging and marketing of sociological skills. Sociologists can focus on these concerns by investigating the following questions. What real world issues offer the greatest challenges to sociologists? Why is so much sociological research critical of social and business conditions? How can a particular company gauge future markets? How can a company best serve a given market? What social changes may arise to affect business operations? How can sociology research be more objective regarding the business sector? What types of advice do people in the non-academic world expect from sociologists? In summary, it is suggested that sociologists' contributions to the private sector will be viewed more favorable and acted upon more often if sociologists familiarize themselves with business needs and interests before offering advice. (DB)

ED 180 884 SO 012 252

Morris, G. Barry

An Educational Model for the 1980's-90's.

Pub Date-Oct 79
Note-23p.; Paper presented at the World Future Society-Education II Conference (Minneapolis, MN, October 17-21, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Changing Attitudes, Cooperation, Critical Thinking, Curriculum Development, *Educational Change, *Educational Philosophy, *Educational Theories, Elementary Secondary Education, *Futures (of Society), Interpersonal Competence, Leadership Qualities, Self Actualization, *Social Change

An educational framework for the future should be based on an understanding of the nature of future society and reflect approaches significant to harmonious survival. The framework should include the concepts of change, conscious awareness, and cooperation. Concepts of change emphasize environmental change and change in personal behavior. The development of conscious awareness requires new modes of thinking. Specifically, a form of thought defined as global or universal should be explored. Also, because cooperative survival may replace the concept of competition, educational approaches should be aimed at individual and social cooperation. This framework would not require a curriculum change, but rather a change in how the student experiences the content. Changes in school programs may include greater emphases on physical education, personal development, human relations, self-reliance, relaxation, religion, and recreation. Finally, decision making and problem solving by educational leaders will involve cognitive, affective, and spiritual domains. (Author/KC)

ED 180 885 SO 012 253

Swanson, Jon Olson, Margarete
Ethnic Heritage Studies Pertaining to Arabic Culture: Six Teaching Units for Secondary Schools.
Livonia Public Schools, Mich.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-549AH70172
Pub Date-78
Grant-G007701265
Note-148p.; For a related document, see SO 012 254
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Arabs, *Cultural Awareness, Cultural Background, Educational Objectives, *Ethnic Studies, Immigrants, Islamic Culture, Learning Activities, *Middle Eastern Studies, Non Western Civilization, Political Issues, Religious Factors, Secondary Education, *Social Studies Units, United States History
Identifiers-Ethnic Heritage Studies Program Act

Six social studies units are presented to help secondary school classroom teachers introduce students to Arab American culture. A major objective is to make students recognize the many contributions made by the Arabs to the development of the United States. In the introduction, Arab Americans are identified as people in the United States who identify with Arabic speaking ancestors. Units focus on the family, geography of the Middle East, Arab history and its contribution to the West, immigration, Islam, and economic/political Arab/Israeli conflicts and oil. Activities involve students in reading and discussing selections from books, viewing films, role playing, taking field trips, constructing a family tree, map and globe projects, and vocabulary exercises. Topics investigated by students include: How do Arab families arrange mate selection? What is the bedouin life like? What American foods have a Middle Eastern origin? How are Islam and Christianity similar? and What are the driving forces of Arab nationalism? For each of the units, information is presented on background, resources, materials, objectives, teacher background reading, activities, time required, and teaching strategies. Also included are a resource directory, background information on North American images of the Middle East, and general instructions to teachers on using the units. (DB)

ED 180 886 SO 012 254

Resource Supplement of Student Materials for Six Teaching Units for Secondary Schools.

Livonia Public Schools, Mich.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-131p.; For a related document, see SO 012 253
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Arabs, Charts, *Cultural Awareness, *Ethnic Studies, Instructional Materials, Islamic Culture, Maps, Resource Guides, Resource Materials, Secondary Education, *Social Studies
Identifiers-Ethnic Heritage Studies Program Act

This materials package supplements a high school level social studies curriculum unit on Arab American culture and the contributions of Arabs to development of the United States (SO 012 253). The duplicated materials are presented in six categories the family, geography of the Middle East, Arab history and its contribution to the West, immigration, Islam, and economic/political issues including Arab/Israeli conflicts and oil. Materials include maps, charts, background information, literary selections, film directories, bibliographic annotations, worksheets, vocabulary sheets, case studies, and discussion questions. In the table of contents for each category, entries are coded according to whether the materials are presented in duplicated form in the section or whether they need to be purchased, borrowed, or rented by the school. Emphasis is placed on presenting information about the diversity of the Arab world and on eliminating stereotypic images of Arab history, culture, politics, and behavior. (DB)

ED 180 887 SO 012 255

Herrick, James Herrick, Penny

Teaching Cooperation to Enhance Creativity Theoretical Rationale.

Pub Date-Sep 79
Note-24p.; Paper presented at World Future Society Conference (Minneapolis, MN, October 17-21, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Changing Attitudes, *Competition, *Cooperation, *Creativity, *Curriculum Development, Educational Theories, Elementary Secondary Education, Faculty, Futures (of Society), School Organization, School Role, *Self Actualization, Student Centered Curriculum, Student Teacher Relationship

The paper discusses the major components of creativity, the relationship of competition and cooperation to creativity, and a model for teaching cooperation to enhance creativity. Creative behavior is directed toward the imaginative construction of what is desired and its eventual actualization in everyday life. Components of creativity include conscious intentionality (purposeful behavior carried out with self-awareness), freedom of choice, and collective effort. Within a competitive society, however, human resources for help in learning are perceived to be scarce rather than abundant; individual efforts rather than collective efforts are rewarded; learning objectives, methods, and criteria for evaluation are determined ahead of time rather than involving the participants; and emphasis is placed on learning technology (research, papers, oral reports) as an end in itself rather than as a means to learning. In a model based on cooperative learning, the physical plant provides open space and the social structure includes teaching and administration as joint efforts. The curriculum centers around a course, required of all students and faculty, concerned with strategies of learning to enhance creativity. Participants are aided in using all their senses and integrating thinking, feeling, and doing in becoming aware. Finally, learning contracts between student and teacher allow the student to assume primary responsibility for his learning and the teacher to act as facilitator. (Author/KC)

ED 180 888 SO 012 256

Ryan, Gary T.

The Influence of Readability of Text, Motivation, and Intelligence on Critical Reading Comprehension of Secondary Social Studies Students.

Pub Date- 78

Note-19p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Critical Reading, History Textbooks, *Intelligence Factors, *Readability, *Reading Comprehension, Research Needs, Secondary Education, Social Studies, *Student Motivation, *Textbook Content

Results of a study to analyze factors affecting critical reading are reported. The factors are readability of textual material, pupil intelligence, and motivation. Passages from U.S. history textbooks, a critical reading and literal comprehension test, and a standard measure of student motivation were administered to 207 senior high school students in a medium-sized rural public school in Texas. Passages from the textbooks treated the same topic, but were written at a different level according to the Fry Readability Graph. Critical reading comprehension results indicated that readability was not a statistically significant factor, students with high motivation to learn were more successful with critical reading skills, and intelligence was a significant factor. Literal comprehension results showed that students tested on the easiest to read material had higher literal comprehension scores than those tested on medium to low readability materials; students with high motivation to learn were more successful than those with low motivation; and students with above average intelligence had significantly higher scores than those with average or low intelligence. Further research should address factors that theoretically affect the critical readability of textual passages, and should determine the extent to which variables measured in this study are related to textual materials in other content fields. (Author/KC)

ED 180 889 SO 012 261

Massialas, Byron G. Torney, Judith V.

Behavior Variables Related to Citizen Education: Colloquium Papers. Philadelphia, Pennsylvania, May 11-12, 1978.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-OB-NIE-78-0207
Note-145p.
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($9.00)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Affective Objectives, *Behavioral Science Research, Behavior Theories, Citizen Participation, *Citizenship, Cognitive Objectives, *Educational Objectives, Educational Theories, Elementary Secondary Education, Global Approach, *Literature Reviews, Political Science, Political Socialization, *Psychological Studies, Research Needs, Student Attitudes, Student Motivation

The two essays in this report were presented at a colloquium on behavior variables related to citizenship education. The first essay, Political Socialization and Citizen Competencies,'' by Byron G. Massialas, reviews behavioral science research as related to citizenship education and identifies the most significant findings in the field. The document illustrates that the research, which is primarily on political socialization, does not match citizenship objectives, nor do citizenship programs take into account important studies in political socialization. The author stresses that research should focus on the individual and the community, qualitative as well as quantitative data, and the development of educational programs in which individuals participate directly in political decisions. The second essay, The Definition of Citizen Capacities and Related Psychological Research,'' by Judith V. Torney, suggests a conceptual framework which makes explicit the global as well as the domestic orientation of citizenship education. A review of research on pre-adult political awareness, understanding, and participation, and a discussion of developmental stages, social learning theory, and the role of modeling and reinforcement in promoting altruistic, prosocial, and cooperative behavior are provided. The document concludes by outlining criteria for exploring psychological concepts in citizenship education. (Author/KC)

ED 180 890 SO 012 262

Rodabaugh, Mary Jane And Others

Basic Skills for Reflective Inquiry in the Social Studies. Bridges to the Future.

Pub Date-Nov 79

Note-61p.; Paper presented at National Council for the Social Studies (Portland, OR, November 21-24, 1979); Not available from EDRS in paper copy due to colored pages throughout original

Available from-Miami University, School of Education and Allied Professions, Department of Teacher Education, 301 McGuffey Hall, Oxford, OH 45056 ($3.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cartoons, *Charts, Civil War (United States), *Critical Thinking, Data Analysis, Data Collection, Economic Education, *Graphs, History Instruction, *Inquiry Training, *Map Skills, Political Issues, Secondary Education, Social Change, *Social Studies Units, United States History

The document consists of five social studies units for developing basic inquiry skills at the secondary level. Students read and analyze data through the construction of a table and a graph in Unit I, Reading Graphs and Charts.'' Topics include a model of consumer demand, census information, and national budgeting. In Unit II, Community Change,'' students use maps as data sources for investigating community change. Students are given a city directory, map, and yellow pages directory for 1958 and 1978 from which they list and evaluate reasons for change. Materials from the city of Oxford, Ohio are included. Unit III contains a Civil War packet including maps of resources, important cities, agriculture, industry and manufacturing, and railroad maps. In examining the maps, students determine the conditions present at the onset of conflict, and reasons and strategies employed by the Union and Confederacy. Unit IV, Finding Foreign Products in Your Home and Community,'' involves students in collecting data and transferring it into circle graphs. Students also identify on a world map countries producing materials. Unit V, Cartoon Reading,'' presents three political cartoons for students to analyze according to a headline story. (KC)

ED 180 891 SO 012 271

Williamson, Bill

Education, Social Structure and Development: A Comparative Analysis.

Pub Date-79
Note-238p.
Available from-Holmes & Meier Publishers, Inc., 30 Irving Place, New York, NY 10003 ($15.75 paper bound)
Pub Type- Books (010) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Capitalism, *Case Studies (Education), *Comparative Analysis, Comparative Education, Democracy, Developed Nations, Developing Nations, *Economic Development, *Educational Development, Educational Planning, Educational Practice, Educational Sociology, Elementary Secondary Education, *Foreign Countries, Higher Education, Political Influences, *Social Development, Social Influences, Socialism
Identifiers-China, Cuba, Germany, Ghana, Great Britain, Tanzania, USSR

The book examines the role of education in social and economic development. Seven chapters comprise the document. Chapter I examines the relation of education to socioeconomic development. Topics include rural-urban imbalance in education, relevance in curriculum, and ways in which the educational system legitimates equality or inequality. In Chapter II, the author identifies the social, economic, and political forces which operate in different national contexts. Topics include models of development, constraints on development, social stratification, advanced capitalist societies, dependent societies, and developed and underdeveloped socialist societies. Chapters III through VI present case studies of education in different nations. These chapters examine the capitalist societies of Great Britain and the Federal Republic of Germany; the state socialist societies of the Soviet Union and the German Democratic Republic; the dependent societies of Ghana and Tanzania; and the underdeveloped socialist societies of Cuba and China. Chapter VII presents conclusions and recommendations for further study. Some conclusions are that the form, content, and distribution of education reflect the distribution of power in society; education always reflects the compromises of politics; and educational change always follows from change in the distribution of power. Educational planning must acknowledge the nature of constraints which might prevent goals from being realized. Finally, planning requires a sophisticated understanding of how social structures mold education. (Author/KC)

ED 180 892 SO 012 272

The Social Studies Program of the Grosse Pointe Public Schools: K-12.
Grosse Pointe Public School System, Mich.
Pub Date-76
Note-74p.; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Education, *Educational Objectives, Educational Responsibility, Elementary Secondary Education, History Instruction, Kindergarten, Locational Skills (Social Studies), Program Descriptions, *Skill Development, *Social Studies, Teacher Role
Identifiers-Michigan (Grosse Pointe)

This outline specifies social studies subject matter, concepts, skills, and attitudes appropriate for students at various grade levels from K-12. The social studies program combines educational practices of the Grosse Pointe Public Schools, concepts developed by the National Council of the Social Studies, and ideas from junior high and high school curriculum and resource guides. The outline is presented in 10 sections. Sections I, II, and III present overviews of the philosophy, goals, and concepts of the program. Sections IV through VII consist of charts which illustrate concepts, topics, and skills for kindergarten and for grades one through six. In all elementary school grades, students are exposed to career education, current events, and various social studies skills including decision making, reference and location, listening and observing, and communicating. Topics include holidays, family life, pioneer life, explorers, inventors, and industrialization. Section VIII outlines required and elective social studies courses in junior and senior high school. Section IX relates skills and concepts in chart form for seventh and eighth grades. Topics include democratic ideals, environmental studies, and minority groups. The final section focuses on objectives, skills, and concepts for grades nine through 12 including demonstrating understanding of civics, American history, and political ideologies. (DB)

ED 180 893 SO 012 273

Weibust, Patricia S.

Stirring the American Cultural Stew: Developing and Implementing Ethnic Curricula in Connecticut.

Pub Date- 80

Note-13p.

Pub Type- Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Characteristics, Administrator Role, *Curriculum Development, Educational Problems, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, Instructional Aids, Instructional Materials, Personnel Selection, Program Content, Program Descriptions, Program Development, Research Problems, *State Programs, Teacher Characteristics

This paper identifies issues which arose during the development of an ethnic studies curriculum project in Connecticut. It also defines the author's role as an educational anthropologist involved in the project. Initiated in 1974, the "Peoples of Connecticut" project involved research on ethnic groups in the state and promotion of curricula to study the groups in the public schools. Among the groups examined were Armenians, Irish, Italians, Jews, Puerto Ricans, Scotch and Scotch Irish, Poles, Blacks, and American Indians. Research studies on six groups, a teacher's manual, study aids, and audiovisual materials have already been produced. Among the issues encountered by project personnel were (1) how to define an ethnic group, (2) appropriate subject matter for ethnic curricula, (3) sensitivity toward certain types of information such as sexual activities and attitudes, (4) how to handle data on unpleasant subjects such as crime, warfare, and prejudices, (5) who should participate in research, curriculum development, and teaching of ethnic studies, and (6) most appropriate strategies for studying ethnic groups. The author found her role to be multi-faceted, including that of educational anthropologist, public relations representative, fund raiser, team member, guest teacher, arbitrator of disputes, critic, and university professor. She outlines 11 skills which she needed to perform her role, and describes four major frustrations which she encountered in working with so many groups in so many roles. (AV)

ED 180 894 SO 012 274

Newland, Kathleen

International Migration: The Search for Work. Worldwatch Paper 33.

Worldwatch Inst., Washington, D.C.

Spons Agency-United Nations Fund for Population Activities, New York, N.Y.

Pub Date-Nov 79

Note-32p.

Available from-Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036 ($2.00)

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Change Strategies, Developed Nations, Developing Nations, *Economic Factors, *Employment Opportunities, Foreign Countries, *Global Approach, Human Capital, Income, International Relations, Manpower Utilization, Migrants, *Migration, Motivation, Policy, Professional Personnel, Trend Analysis, Unskilled Workers, *World Problems

Approximately 20 million workers are presently living in countries other than their homelands in order to find better job opportunities. This labor migration is determined mainly by an income gap between the sending and receiving countries. Less important determinants are historical ties, cultural or linguistic affinity, and proximity. Emigrants include highly educated professionals such as doctors and engineers, and unskilled laborers who can assume low-paying jobs in agriculture and industry, for example. Countries from which the workers emigrate benefit in that unemployment rates drop and their economies are boosted by foreign money which the emigrees send back to relatives staying at home. However, the loss of human capital in selected areas often retards national development. Countries to which the workers immigrate benefit from incoming professionals whose training has been financed elsewhere, and from an availability of unskilled laborers willing to work for low wages. But at the same time countries of immigration suffer competition for jobs among the newcomers and indigenous minority groups, as well as effects of social tension among cultural groups. Problems caused by migration can be solved by restructuring economic relations so that people can earn a decent living in their home countries. Countries of emigration must emphasize labor-intensive development with egalitarian income distribution. Countries of immigration must restructure their labor markets to make exclusive use of indigenous worker populations. (Author/AV)

ED 180 895 SO 012 275

Reeder, Sharon And Others

The Influence of Social Networks on the Use of Health Services.

Pub Date-Aug 79
Note-34p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, August 1979)
Pub Type- Opinion Papers (120) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Data Analysis, Family Role, *Health Needs, *Health Services, Helping Relationship, Intercommunication, *Interpersonal Relationship, *Medical Services, Motivation, *Networks, Peer Relationship, Research Methodology, Social Relations, *Social Science Research, Speeches, Use Studies

This paper describes the effect of a person's social network upon his or her use of health services. A social network'' consists of complex strands of affiliations radiating from an individual to his/her close associates (kin and friends) and then to the larger society beyond. Health services include hospitals, clinics, doctors' offices, and telephone contacts to those places. Approximately 1200 adults in the Los Angeles area were interviewed during 1976 concerning people they most often talked to about personal health problems. For each person mentioned by the respondents, information was obtained on their relationship to the respondent, age, proximity of residence, frequency of visits, degree of support usually given in problem situations, and whether the respondent would consult them about health matters. Extensive data analysis determined respondents' network characteristics, use of networks in times of chronic or acute illness, and respondents' background characteristics. Results showed that females reported more network advice in favor of using health services and had larger networks than men, and younger respondents and higher socioeconomic groups had larger networks. Older respondents and females were most likely to use health services for chronic problems. Respondents with greater network contact in general were less likely to use health services for chronic problems. However, those reporting specific network advice to see a doctor were more likely to use health services for chronic problems. A conclusion is that the type of advice given by the social network, not the network structure, is important in predicting a person's use of health services. (Author/AV)

ED 180 896 SO 012 276

Potter, Edwin E., Jr.

Limits to Growth Attained. A Summary of the Proceedings.

Pub Date-18 May 79

Note-16p.; Paper presented at National Council for the Social Studies (Portland, OR, November 21-24, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Change Strategies, *Community Change, Community Characteristics, Development, Economic Factors, Environmental Influences, *Human Geography, Land Use, *Planning, Quality of Life, Social Factors, Speeches, *Urban Areas

Identifiers-South Florida

This paper summarizes the discussion from a forum to explore a logical and feasible means by which South Florida could reach its carrying capacity and experience no further growth. The opening presentation explained the relationships among (1) the area's land, water, and natural ecosystems, (2) natural sources of energy and imported fuels, (3) energy principles such as conservation and diminishing returns, and (4) carrying capacity of a system in terms of energy input and net production. Next on the agenda, discussion groups were asked to assume that South Florida had reached a steady state (no growth) and to consider five questions in light of that assumption. (1) Would the relationship between services provided by government and goods and services produced by the private sector change in a no growth situation? (2) How valid is the current land-use plan for Dade County (part of South Florida) if a steady state were achieved? (3) Would people's life style change as a result of no growth? (4) What are the effects of no growth on government, construction, real estate, tourism, agriculture, transportation and communication, education, legal services, manufacturing, banking and finance, retail sales and distribution, and medicine? and (5) What course of action could the government and industry take to minimize the effects of no growth? Concluding comments summarized the effects of no growth on the area's economic, physical, and social systems. (AV)

ED 180 897 SO 012 277

Rubin, Allen, Comp. Whitcomb, G. Robert, Comp.

Statistics on Social Work Education in the United States: 1978.

Council on Social Work Education, New York, N.Y.

Pub Date-79

Note-129p.

Available from-Council on Social Work Education, 345 East 46th Street, New York, NY 10017 ($4.50)

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Rank (Professional), Age, Demography, Doctoral Degrees, *Educational Programs, Ethnicity, *Faculty, Females, *Graduate Students, Higher Education, *Institutional Characteristics, Males, Masters Degrees, *Social Work, Statistical Analysis, Tables (Data), Trend Analysis, *Undergraduate Students

The document consists of statistical tables which characterize social work education in the United States in 1978. Data were supplied by all Council on Social Work Education accredited graduate programs and all but three undergraduate programs. Six sections comprise the document. Section I analyzes the regional distribution of 264 institutions, institutional characteristics, number of programs by size of enrollment, and number of faculty. Section II examines the relationship between social work faculty and level of program in terms of percent of time in social work education; age and sex; ethnicity and sex; highest earned degree and sex; highest earned degree and ethnicity; and rank and sex. Tenure and salary ranges are also examined. Section III focuses on undergraduate students relative to enrollment by sex and ethnicity. Section IV considers graduate students in master's and post-master's programs, applications for admission and action taken, and master's and doctoral degrees awarded. Sex, age, ethnicity, field of practice and financial aid are also considered. Section V examines recent trends in social work education. Marked increases are seen in the number of part-time students enrolled in master's programs and in female faculty at the lower ranks. The proportion of women at higher ranks is decreasing. Section VI contains additional reference tables. A list of all accredited programs is provided. (KC)

ED 180 898 SO 012 278

Guerriero, Carl A.
Are Commonwealth Students Responsible Citizens?
Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-79
Note-27p.
Available from-Research for Better Schools, Inc., 1700 Market Street, Philadelphia, PA 19103 ($1.75)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, *Citizenship, *Educational Assessment, Educational Research, Elementary Secondary Education, Integrity, Personal Values, School Role, *Scores, *Standardized Tests, *State Programs, *Student Attitudes, Student Responsibility, Testing Programs
Identifiers-Pennsylvania

The document discusses the decrease of student scores on the citizenship section of the statewide Pennsylvania Educational Quality Assessment (EQA). The document presents an overview of the Pennsylvania State Board of Education goals, describes behaviors that EQA measures, and provides sample questions for fifth, eighth, and eleventh-grade students. Behaviors are categorized according to a sense of the welfare and dignity of others, respect for law and authority, and personal responsibility and integrity. Fifth-grade students respond with yes, no, or maybe to statements such as: I would make fun of someone who played a game poorly; or I would throw snowballs at a passing car if I knew I wouldn't get caught. Eighth and eleventh-grade students are asked to respond to hypothetical situations such as observing someone shoplifting. Results of the EQA illustrate the greatest decrease in scores from 1974 to 1976 in the areas of responsibility and integrity, with respect for law and authority and welfare and dignity of others also decreasing. The author stresses that the test is both valid and reliable; thus the instrument itself cannot account for the decline. Also the suggestion that students are more reflective and have a tendency to select the "maybe" answer is not supported by data. Suggested causes for decreasing scores include the fact that students watch over 17,000 hours of television by the time they graduate; unions, minority groups, and politicians who commit crimes and are exonerated through plea-bargaining do not set a socially responsible example; and the divorce rate has decreased the traditional role of the family. (Author/KC)

ED 180 899 SO 012 280

Snyder, Eldon E. Spreitzer, Elmer

Sport Sociology and the Discipline of Sociology: Present Status and Speculations about the Future.

Pub Date-31 Mar 79
Note-22p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, August 27-31, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Academic Education, *Athletics, Change Agents, *Educational Trends, Higher Education, *Intellectual Disciplines, Interdisciplinary Approach, Research Needs, *Social Sciences, *Sociology, Theories

The status of the sociology of sport within the discipline of sociology is explored. Review of the subfield since 1971 indicates an increase in the number of publications and communication relating to sport sociology topics. It is hypothesized, however, that sport sociology will not in the near future receive equal acceptance within sociology with other substantive subfields. A 1976 random survey of members of the American Sociological Association to determine relative rank of subfields revealed that sport (including leisure and recreation) ranked 35th out of the 36 subfields listed. Further analysis indicated that members combined their belief that sport sociology has a marginal status in sociology with the conviction that it has the potential for interdisciplinary analysis. Many researchers who develop an academic interest in sport have sport backgrounds, are oriented toward applied sociology, and are comparatively new to the field of sociology. Sport sociology will become more acceptable if researchers become change agents who gain support of opinion leaders within professional organizations and academic departments and if they are able to encourage addition of sport-related topics to the sociology curriculum. It is concluded that sport sociology will not achieve full maturity as a subfield until it attains an identity (specific research area and a group of sociologists who do research on the topic) and is defined by the larger field of sociology as a legitimate area of inquiry. (DB)

ED 180 900 SO 012 281

Thompson, Mark E.

Contingency and Freedom: Important Concepts for an Educated Society.

Pub Date- Aug 79

Note-13p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Science Research, Behavior Patterns, Changing Attitudes, Decision Making, *Educational Needs, Educational Objectives, Higher Education, *Humanization, Leadership Responsibility, *Political Influences, Power Structure, Psychological Needs, *Social Change, *Social Responsibility, Technology, *Values

Individuals in general and educators in particular should be knowledgeable about and understand the social implications of contingency and freedom. Contingency a possible or unforeseen occurrence is interpreted in light of the unpredictability of nature which insures that people cannot be prepared for every possibility.

Freedom is interpreted as the desire to be liberated from the control of some person or arbitrary power. Education contributes to the concept of freedom by enhancing human potential through reason and it should be viewed as a means of bringing out the best qualities of people. Society, in contrast, is often dominated by political leaders who are motivated more by a desire to control than to serve with caution, integrity, and flexibility. For example, it is frequently alleged that Robert S. McNamara (Secretary of Defense in President John F. Kennedy's administration) applied overly mechanical and excessively rigid technological processes to complicated social and political situations. Educators should help students become more critical of social and political phenomena by encouraging them to be curious in addition to transmitting knowledge to them. And, perhaps most important, educators must strive to be creative scholars and must not be overly influenced by governmental policies and grants. (DB)

ED 180 901 SO 012 282

Pulliam, John D.
Mass Media Values and the Future of Education.
Pub Date-Oct 79
Note-18p.; Paper presented at World Future Society (Minneapolis, MN, October 18-21, 1979)
Pub Type- Speeches/Meeting Papers (150) · Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Changing Attitudes, Educational Change, *Educational Needs, Educational Practice, Educational Responsibility, Elementary Secondary Education, *Futures (of Society), Global Approach, Interdisciplinary Approach, *Learning Processes, *Mass Media, Social Change, Socialization, *Television Viewing
Identifiers-McHale (John), McLuhan (Marshall)

The paper focuses on the impact of mass media, especially television, on the educational process and outlines implications for the future. Studies point out that children view an average of 8,000 hours of television annually between ages three and five. Positive effects include increase in the vocabulary of young children, a better appreciation of different cultural characteristics, a wider understanding of issues, and better concepts of geography. A major negative effect is that television does not encourage children to think or probe deeply. Negative role models and violence are also undesirable and formal education seems tedious and demanding to children who are used to being passively entertained. Most crucial is the impact of media in supporting materialism, hedonism, and unchecked consumption of scarce resources. Therefore, action that could enhance future survival depends on public influence over the media. Presently, the media as a vehicle of social change influence appearance, language, family, politics, religion, and status. Educational implications are that instead of specialization, an understanding of the complex world requires interdisciplinary scholarship, critical viewing, and new values; serious studies of the impact of the mass media must be made; educators and the general public must find ways to influence all media; and educators should examine more extensive use of media in private and public education. The author cites passages from the works of Marshall McLuhan and John McHale (The Future of the Future''). (Author/KC)

ED 180 902 SO 012 283

Beilin, Robert Rabow, Jerome

Effects of Ethnicity and Course Structure on Factual Learning and Critical Ability.

Pub Date-Aug 79
Note-22p.; Paper prepared for the Annual Meeting of the American Sociological Association (Boston, MA, August 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Asian Americans, Blacks, Caucasians, Critical Thinking, Discussion (Teaching Technique), Educational Research, *Ethnicity, Friendship, Higher Education, Learning Processes, Lecture, Mexican Americans, Minority Groups, Racial Differences, Social Science Research, Sociology, *Teaching Methods, Undergraduate Students

The aim of this study was to determine the effects of ethnicity and course structure on academic achievement at the college level. The sample consisted of 298 undergraduate students: 65% white, 12.5% Asian, 9.5% Hispanic, 9% black, and 4% other racial/ethnic groups. Students were randomly assigned to one of two introductory sociology sections. The first consisted of a lecture-only method, the second was lecture plus the Learning Through Discussion (LTD) approach. The LTD method guided a discussion group from a simple to a more complex level of analysis. The final step required the group to assess behaviors which were productive or counter-productive to the group's achievement of a task. Results, obtained from a comparison of final examination scores, indicated that white students in LTD groups averaged over 7% higher on the final essay exam than did white students in the lecture-only class. Participation in LTD groups had no significant effect for the minority groups. Therefore, although the LTD method provided for the possibility of equality, it did not necessarily produce a structure fostering achievement for minorities. Also, no significant increase in factual knowledge, as determined from the objective part of the examination, occurred for minority groups, while whites in LTD groups scored nine percent less on factual recall than did whites in lecture-only groups. (KC)

ED 180 903 SO 012 284

Koon, Jeff, Comp.

Social Science-Related Programs at Berkeley: An Academic Review Using Comparative Student Evaluations.

California Univ., Berkeley.

Pub Date-Nov 79

Note-115p.; For related documents, see ED 165 555, ED 165 638, and ED 165 639; Not available from EDRS in paper copy due to small and broken print throughout much of the original; Prepared by the Office of Academic Affairs

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Students, Course Evaluation, Departments, *Educational Assessment, Higher Education, *Institutional Research, Program Descriptions, Program Effectiveness, *Program Evaluation, Questionnaires, *Social Sciences, State Colleges, Student Evaluation of Teacher Performance, *Student Opinion, Student Participation, Student Teacher Relationship, Universities

Results of an undergraduate evaluation questionnaire administered to majors in 14 social science-related departments and programs at the University of California, Berkeley, are presented. Data are offered in tabular and textual formats. The document is presented in two major sections. Section I summarizes social science-related programs and offers recommendations regarding program improvement. Recommendations are that programs should offer more career information to students and low-enrollment classes for majors, and stress social applications of disciplinary knowledge. Section II provides evaluative findings in the following areas: advising; faculty and their teaching; curriculum, courses, and content; competition, testing, grading and student workload and performance; student participation in university affairs; overall satisfaction of majors with social science departments; orientation and information of office staffs; and departmental influences on student growth and learning. Information is included on the student population and methods of data collection and analysis. Sample questionnaires and open-ended comments by student majors are appended. (DB)

ED 180 904 SO 012 285

Mitsakos, Charles L.

National Association of Elementary School Principals. Global Education Project. Evaluation Report.

Pub Date-14 Nov 79
Note-34p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Changing Attitudes, *Educational Assessment, *Educational Research, Elementary Education, Ethnocentrism, *Global Approach, *Projects, Questionnaires, *Social Studies, Student Attitudes, Summative Evaluation, Tables (Data), Teacher Attitudes, Teacher Workshops

The report evaluates a global education project which was carried out during the 1978-1979 school year by 18 teachers from six elementary schools in Virginia, Maryland, and the District of Columbia. The project staff aimed at incorporating a global education approach into social studies classes involving over 400 students in grades one through six. This study was undertaken to assess the effect of the project on teacher attitudes and teaching behavior, the impact of a global education dimension on student attitudes toward other nations and other peoples, and the degree of student ethnocentrism. Measurement instruments used in pre- and posttests were the Global Education Attitude Scale (designed to measure ethnocentrism) and the Global Education Teaching/Learning Questionnaire (developed to gather data on global education teaching, materials, and activities). Data were statistically analyzed. Findings indicated that students did change their attitudes in a positive direction as a result of participating in the project and that teachers became more interested in and spent more time teaching about global topics. In addition, students developed a significantly more comprehensive view of the United States along with a greater understanding of other nations and other peoples. Conclusions are that a global education program can make a difference and can be successfully integrated into an existing social studies program. (Author/DB)

ED 180 905 SO 012 286

Fraas, John W. Rafeld, Frederick J.

Simulation Activities and Student Learning Characteristics in a College Economics Survey Course.

Pub Date-80

Note-26p.; Paper presented at Annual Meeting of the Eastern Educational Research Association (Norfolk, VA, March 5-8, 1980)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Cognitive Style, *Comparative Analysis, *Economic Education, Educational Research, Higher Education, Knowledge Level, Learning Activities, *Learning Characteristics, *Lecture, *Simulation, Student Attitudes, Student Characteristics, Teaching Methods

The paper describes a study involving simulation activities in a college level survey course in economics. In addition, it compares student learning in an economics course based on simulation with student learning in a lecture discussion course. The hypothesis was that certain types of students would benefit from the simulation-gaming approach while other students would benefit from a lecture-discussion method. Learning style characteristics considered important for students taught by simulation included receptivity to auditory stimuli, sensibility to peers, and a high degree of self-direction. Conversely, students more receptive to a lecture-discussion method obtain meaning from written words, numerals, and mathematical symbols. On the basis of a cognitive style questionnaire administered to 120 college freshmen at the beginning of the semester, students were designated simulation type or lecture type and were randomly assigned to a simulation or lecture course. All students were provided copies of the same course syllabus and textbook. Scores on three multiple choice, short answer, and essay tests administered throughout the semester were statistically analyzed. Findings indicated that simulation type students performed better in simulation courses than they did in lecture discussion courses. It was concluded that student performance is influenced by interaction between teaching methods and cognitive learning style. (DB)

Dickmann, Leonore W.

A Futures Curriculum for Symmetry.

Pub Date-79
Note-14p.; Paper presented at Annual Meeting of the World Future Society (Minneapolis, MN, October 18-21, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Objectives, Cognitive Objectives, *Curriculum Development, *Educational Needs, Educational Objectives, *Futures (of Society), Junior High Schools, Learning Activities, *Models, Secondary Education, Social Studies, Speeches, Student Centered Curriculum, *Symmetry

The paper describes a model to aid curriculum developers as they design futures curricula. The objective is to demonstrate how curricula can be holistic in perspective and balanced in provision for student future-focused role image as well as subject matter. The model, based on symmetry (within the individual and the curriculum), has seven facets: alive, purposive, loving, intelligent, truthful, spiritual, and moral. To be included in a futures curriculum based on symmetry, educational material must meet various criteria including that it is growth producing (alive), helps students set and meet goals (purposive), encourages a loving attitude toward others (love), considers changes in the structure of knowledge (intelligence), is authentic (truthful) sensitizes students to positive attitudes (spirituality), and clarifies impact of one activity or attitude on another (moral). Curriculum content could include war and peace, population and food, resources and development, the environment, economy, politics, science and technology, and terrorism. Suggested activities include involving students in discussing each facet, brainstorming, writing poetry and making murals representing various facets, and compiling lists of symmetrical individuals. (DB)

ED 180 907 SO 012 288

Kogan, Maurice

Education Policies in Perspective: An Appraisal of OECD Country Educational Policy Reviews.

Organisation for Economic Cooperation and Development, Paris (France).
Pub Date-79
Note-77p.
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue N.W., Washington, D.C. 20006 ($6.00)
Pub Type- Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Comparative Education, Continuation Education, Educational Assessment, Educational Development, Educational History, Educational Needs, *Educational Objectives, *Educational Policy, *Educational Trends, Employment, Foreign Countries, Government Role, Higher Education, Secondary Education, Teacher Education, Values

An overview of studies of national educational policy conducted by member nations of the Organization for Economic Co-operation and Development (OECD) from 1965 to 1979 is presented. The major objective of the report is to identify lessons from past educational policies of the various countries to serve as guides for current and future policy formation. The document is presented in six chapters. Chapter I reviews the changing educational scene in OECD countries. Current trends include expansion of higher education, increased student participation, and financial stringencies. Chapter II presents abstracts of reviews undertaken since 1965 by educational ministries in Ireland, Sweden, Italy, Austria, the Netherlands, the United States, France, Japan, Norway, Canada, and Australia. Chapter III focuses on demography, changing attitudes towards education, and statements of values and objectives. Chapter IV discusses the relationship between educational systems and national economies, planning, political influences, and educational research. Chapter V views major educational issues in high schools, colleges, and teacher training institutions. Issues include access to education, equality versus excellence, regional disparities, comprehensive programs, and economic efficiency. Also discussed are recurrent education and educational organization. The final chapter stresses purposes and impact of OECD reviews and stresses that future reviews will be most useful to OECD nations if they address a wide range of interrelated problems, present multiple national viewpoints, and are followed up by appropriate groups within one or several countries. (DB)

ED 180 908 SO 012 289

Cardinale, Robert L. Arch, Adria B.

A Report on a Survey of Artists/Craftspersons' Attitudes Toward Competitive Exhibitions.

Pub Date-Sep 77

Note-12p.; Not available from EDRS in paper copy due to light print type throughout original

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Artists, *Attitudes, *Competition, *Craftsmen, Creativity, *Exhibits, Professional Development, Social Science Research, Surveys

Results of a survey to determine the attitudes of artists and craftspersons toward entering competitive juried exhibitions are reported. Questionnaires were sent to people entering the national Copper, Brass, and Bronze Exhibition for 1977 along with notices of acceptance or rejection. One hundred-ninety artists (38%) responded. The questionnaire contained ten general statements to which respondents agreed, agreed strongly, disagreed, or disagreed strongly. The functions of competitive juried exhibitions were examined in terms of their stimulating high quality work, encouraging unknown artists, establishing recognition, threatening established artists, encouraging work to please jurors, and rewarding a masculine type of competitive spirit. Results indicated that most artists/craftpersons perceive competitive exhibitions as a positive experience. However, frequent responses were that all juried shows are only as good as the jurors; jurying from slides is an inadequate way to conduct an exhibition; and that reasons for acceptance or rejection should be provided to those entering the competition. (KC)

ED 180 909 SO 012 290

Descriptors for Law-Related Education.

Wisconsin State Dept. of Public Instruction, Madison.
Pub Date- 79
Note-46p.; For a related document, see SO 012 291
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Aids, *Citizenship, Community Resources, Concept Teaching, *Curriculum Development, Educational Games, Educational Objectives, Educational Resources, Elementary Secondary Education, Learning Activities, *Legal Education, Pilot Projects, Program Descriptions, Resource Guides, Simulation, Social Studies, Teaching Guides

This guide provides a framework for developing a law-related curriculum in grades K-12. It is presented in nine major sections. Section I discusses the rationale for including law-related education in the curriculum. The rationale is that in order for citizens to make conscious choices, they must understand legal processes, reason through the need for law, and confront the alternatives to a society governed by law. Section II outlines goals in terms of skills, knowledge, democratic attitudes, and ethics. Section III defines the law-related concepts of social contract, law, justice, legitimacy, authority, privacy, due process, property, the legal system, freedom, and ethics. Section IV discusses a foundation for law-related education based on fulfilling society's basic needs through the U.S. Constitution. Section V briefly discusses curriculum design at the elementary, junior high, and senior high school levels. Section VI provides a K-12 law-related curriculum cycle in chart form. Section VII describes community, state, and national resources and 15 Wisconsin pilot programs to develop law-related materials. Section VIII summarizes recommended activities including field trips, case studies, audiovisual presentations, and games. The final section lists resources for print and non-print media and for games and simulations. (KC)

ED 180 910 SO 012 291

Teaching Materials in Law-Related Education.

Wisconsin Bar Foundation, Madison.; Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No.-WSDPT-Bull-0080
Pub Date- 79
Grant-76-05-23F-S-2864-6
Note-12p.; For a related document, see SO 012 290
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Citizenship, *Community Cooperation, Community Resources, Educational Resources, Elementary Secondary Education, *Legal Education, *Pilot Projects, *Planning Meetings, Program Descriptions, School Community Relationship, Social Studies, Teaching Guides

The paper briefly describes a project to develop a model for law-related curriculum in grades K-12. The project was based on the cooperation of community professionals in law-related areas with teachers and school personnel. An outline for achieving effective results in the community team approach includes setting up the community team, procedures for the first meeting, maintaining contact, follow-up, and evaluation. A list of books and community resources is provided and procedures for using guest speakers are outlined. The document concludes with short descriptions of six pilot programs in Wisconsin. (KC)

ED 180 911 SO 012 292

Isser, Natalie

Ethnic Studies in the University.

Pub Date- 79

Note-11p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cultural Awareness, Cultural Differences, *Cultural Pluralism, Educational Programs, *Ethnic Studies, Higher Education, *Inservice Programs, Interdisciplinary Approach, *Teacher Education, Undergraduate Study

The monograph emphasizes the need for university-sponsored programs for professionals serving ethnic communities. The programs could consist of undergraduate and inservice courses in teacher education. The courses should teach students and teachers to accept and understand cultural differences, to recognize the right of such differences to exist, to investigate the origin of stereotypes, and to examine one's own attitudes toward various ethnic groups. This approach to enhancing knowledge and increasing empathy would be interdisciplinary, with

emphasis on history, psychology, education, geography, political science, economics, sociology, cultural anthropology, art, literature, and film. Inservice courses can be designed to meet participants' needs through preliminary brainstorming and problem-solving sessions. A knowledge of the special characteristics of neighborhoods, demonstrations of non-verbal communication, and discussions of the varieties of language and dialects should also be included. Participants should be encouraged to develop their own resources, create bibliographies, and consult experts. (KC)

ED 180 912 SO 012 293

Schwartz, Lita Linzer

Minority (Ethnic) Studies in the Elementary Grades.

Pub Date- 79
Note-9p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Concept Teaching, *Cultural Awareness, Cultural Differences, *Cultural Pluralism, *Curriculum Development, Elementary Education, *Ethnic Studies, Interdisciplinary Approach, Social Studies, *Teaching Methods

The paper offers recommendations for an ethnic studies curriculum at the elementary school level which would be interdisciplinary in nature and integrate the basic skills of reading, writing, and critical thinking. In the social studies, for example, concepts of cultural diversity and universality can be presented in simple form in the early grades and re-introduced in more complex form in the later grades. Specific techniques for investigating values, beliefs, heritage, problems, and contributions of ethnic groups include inviting leaders of ethnic groups in the community to speak; assigning projects which focus on a group's history, language, or values; visiting community groups in action such as a Greek Orthodox bazaar; conducting a lesson in a foreign language so that students can develop a sense of what it must be like for an immigrant who does not speak English; inviting foreign students from universities; developing a multilingual vocabulary of greetings and common school and home words; and developing multi-media programs. (KC)

ED 180 913　　　　　　　　　　　　　　　　SO 012 294

Simms, Richard L., Ed. Contreras, Gloria, Ed.
Racism and Sexism: Responding to the Challenge.
National Council for the Social Studies, Washington, D.C.
Report No.-NCSS-Bull-61
Pub Date-80
Note-93p.
Available from-National Council for the Social Studies, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20036 ($4.95)
Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cultural Pluralism, *Curriculum Evaluation, Directories, Educational Change, *Educational Practice, Elementary Secondary Education, Federal Legislation, Instructional Materials, Minority Groups, Professional Associations, *Racism, *Sex Discrimination, Social Problems, *Social Studies, Student Needs, Textbook Evaluation

Five essays examine the responses of the social studies to racism and sexism in the 1960s and 1970s. The first essay discusses the general concept of pluralism and its relationship to racism and sexism. Textbook and curricular response and legislation relevant to racism and sexism are also considered. The second essay deals with racism in terms of the focus, objectives, and strategies of cultural programs, critical unmet needs for blacks and other minority students, the Ethnic Heritage Studies Program, professional organizations, and instructional materials. The author concludes that responses of the social studies to racism are still tentative. The third essay lists the source, extent, and major shortcomings of responses to sexism in the areas of instructional materials, classroom interaction, hidden curriculum, and professional organizations. The conclusion is that although social studies education has responded to sexism with many laudable efforts, some of the initial positive steps, such as women's studies courses, have eroded. The fourth essay suggests that institutional racism and sexism are the root causes of social issues and that teacher education, curriculum offerings, and educational practices and policies must be revised to reflect that reality. The final essay categorizes current materials for combating racist and sexist attitudes according to Alternatives in Print: A Catalog of Social Change Publications,'' student materials and teacher resources, state education departments and projects, and recommended readings. (KC)

ED 180 914 SO 012 295

Simon, Paul L. Simon, Regina A.

Cherish Our Differences: A Source Book for Cincinnati's Ethnic Heritage. A Bibliographical Guide.

Xavier Univ., Cincinnati, Ohio.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-78

Note-109p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Education, American Indians, Anglo Americans, Asian Americans, Blacks, Books, *Cultural Background, Elementary Secondary Education, *Ethnic Groups, *Ethnicity, Higher Education, *Immigrants, Italian Americans, Jews, Spanish Americans

Identifiers-Appalachia, Arab Americans, Ethnic Heritage Studies Program Act, Euro Americans, Franco Americans, German Americans, Greek Americans, Irish Americans

This selective bibliography lists books and some dissertations and theses relating to ethnicity. It is intended for junior and senior high school students, undergraduate college students, and the general public. The objective is to help ethnic groups, community agencies, and individuals in Cincinnati locate relevant source material concerning ethnicity and their ethnic heritage. Citations are included on geneology, immigration, and individual ethnic groups. These groups include Afro-Americans, American Indians, Appalachian-Americans, Arab-Americans, Asian-Americans, Dutch-Americans, Eastern European Americans, English and Scottish-Americans, French-Americans; German Americans, Hispano-Americans, Irish-Americans, Italian-Americans, Jewish-Americans, Near and Middle Eastern Americans, Greek-Americans, Scandinavian-Americans, and Swiss-Americans. A brief ethnic historical sketch of greater Cincinnati is also presented. The citations are arranged alphabetically by author and include title, publisher, date, and the library in which they can be found. To be listed, the sources must be in a local library, must be in the English language, and must have been published since 1920. No personal narratives, biographies, books on race relations, religion, civil rights, slavery, or suffrage are listed. An author index and addresses and hours of the libraries are appended. (CK)

ED 180 915 SO 012 296

Hill, Russell A.

A Conceptualization of Citizen Education.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-OB-NIE-78-0207
Note-110p.
Available from-Research for Better Schools, Inc., 1700 Market Street, Philadelphia, PA 19103 ($7.00)
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Affective Objectives, *Citizenship, Citizenship Responsibility, Cognitive Objectives, *Concept Formation, Democratic Values, *Educational Needs, *Educational Objectives, Educational Trends, Elementary Secondary Education, Social Problems, Social Studies, *Values, Vocabulary Development

The paper presents a rationale, major concepts, and basic vocabulary related to citizenship education. The aim of the document is to aid elementary and secondary school classroom teachers as they develop and implement citizen education programs. The paper is presented in five major sections. Section I explains the purpose of the paper. Section II outlines the need for citizen education from the points of view of historical trends, current interest, and social problems. Section III focuses on assumptions behind new citizen education including that programs should stress democratic values (freedom, concern for others, equality, justice, and rationality); transmit knowledge about the structure and function of American government; be comprehensive and interdisciplinary; have clear affective as well as cognitive objectives; and be attractive to teachers, students, parents, and the public. Section IV identifies major issue areas authority, leadership and participation, values and principles, scope of community, development process, societal problems; and political/social perspectives. In addition, it discusses content, learning theory, objectives, and instructional modes and design. The final section reiterates major purposes and content of the paper. (DB)

Johns, Robert W.

History Through Biography? A Conceptual Research Study.

Pub Date—21 Nov 79
Note—22p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Portland, OR, November 21, 1979)
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beliefs, *Biographies, Educational Needs, Higher Education, *History Instruction, Individual Characteristics, Intellectual History, Philosophy, Secondary Education, *Social Studies, Student Motivation, *Teaching Methods, Theories

Social studies classroom teachers can enliven high school history courses and motivate students to learn about history by using dramatic or heroic biographies in teaching history. The biographical approach centers on study of the lives, beliefs, and surroundings of historical actors. This approach differs from the "great man" theory of history in that ordinary as well as extraordinary people are studied. Specific advantages of the biographical approach include that students will learn to view history as currently significant and important to their personal concerns, identify with historical figures being studied, and become increasingly able to relate world developments to their own lives. Examples of philosopher-historians who wrote extensively about the nature of history and who can help teachers gain insights into the role of individuals include Karl Marx, Hippolyte Taine, Arnold Toynbee, Jose Ortega y Gasset, Max Weber, and Wilhelm Dilthey. Claims and beliefs of these philosopher-historians are discussed with particular regard to their beliefs about the number of persons and other factors which influence historical events and the extent to which these persons and factors can explain and predict such events. Commentary by the author and other scholars on the philosophers is combined with excerpts from the philosophers' works. (Author/DB)

ED 180 917 SO 012 298

Iozzi, Louis A.

Education for the '80's - And Beyond the Socio-Scientific Reasoning Model.

Pub Date-Nov 79
Note-23p.
Pub Type- Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Science Research, Cognitive Development, Curriculum Development, Decision Making, Educational Philosophy, Educational Research, *Educational Theories, Ethical Values, *Futures (of Society), Higher Education, Literature Reviews, Models, *Moral Development, Moral Values, Problem Solving, *Productive Thinking, *Psychology, Sciences, Secondary Education, Theories
Identifiers-Kohlberg (Lawrence), Piaget (Jean), Selman (Robert)

Research and theories by psychologists Jean Piaget, Lawrence Kohlberg, and Robert Selman on problem solving, decision making, moral development, and critical-thinking skills are reviewed. These theories and research are combined with the author's theories to develop an original decision-making model, namely, the socio-scientific model. The model incorporates problem solving with the social and moral/ethical concerns of decision making. The major objective of the model is to aid educators as they develop educational materials which lead students to higher levels of thinking and reasoning. The basic assumption of this model is that effective problem solving for the future requires simultaneous development in the realms of logical reasoning, social role taking, and moral/ethical reasoning. To apply the model, educators must identify learning experiences appropriate for students at different grade levels, with differing abilities and needs. Activities are suggested for various stages of the model including classroom dilemma discussion, critical analysis, and evaluation of data. The conclusion is that the socio-scientific model is a good way to encourage productive decision making with regard to probable future conflicts. (DB)

ED 180 918 SO 012 299

Kim, Young Y.

Need for a Unified Theory of Acculturation: A Critical Review and Synthesis.

Pub Date-Sep 79

Note-22p.; Paper presented in the Symposium, "Psychological Adjustment of the Indochinese Refugees" at the Annual Conference of the American Psychological Association (New York, NY, September 1-5, 1979)

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Acculturation, Comparative Analysis, Cultural Pluralism, Ethnicity, *Immigrants, *Intellectual Disciplines, *Interdisciplinary Approach, Interpersonal Relationship, Literature Reviews, Research Needs, Research Problems, Social Integration, Socialization, Social Relations, *Theories

Acculturation patterns of immigrants into American society have been examined through various disciplinary perspectives anthropology, sociology, psychology, psychiatry, and, more recently, communications. Although acculturation is defined somewhat differently by different disciplines, it can be generally interpreted as the overall process of change that occurs as an immigrant engages in continuous first-hand contact with a new socio-cultural system. Review of literature on acculturation from the 1930s to the 1970s indicates that the multi-disciplinary approach has contributed richness and flexibility to the research. It has also, however, resulted in confusion based on noncomplementary viewpoints of the various disciplines. These conflicting views are the result of numerous factors including different definitions and conceptualizations of acculturation, ideologically-based conflicts, and disciplinary limitations. Acculturation scholars will improve their research if they make a concerted effort to synthesize the diverse perspectives and develop a unified comprehensive theory of acculturation. (Author/DB)

ED 180 919 SO 012 300

Saarinen, Thomas F.

The Relation of Hazard Awareness to Adoption of Approved Mitigation Measures.

Pub Date- 79
Note-38p.
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adjustment (to Environment), Adoption (Ideas), Behavioral Science Research, Behavior Change, Change Strategies, Changing Attitudes, Community Planning, Educational Programs, *Emergency Programs, Environmental Research, Literature Reviews, *Perception, Prediction, *Public Opinion

The relationship between an individual's or community's awareness of natural hazards and subsequent behavior change is examined in this review of research. The document is presented in seven sections. Following Section I, the introduction, Section II discusses the role of experience in behavior change. Section III examines the role of education such as a flood hazard brochure, a hurricane awareness program, and public demand for earthquake information. Section IV investigates the effects of forced awareness such as flood plain zoning and California legislation which requires realtors to disclose the location of property within the seismic area. Section V discusses human rationality and decision making. The effects of community action on low priority issues such as water fluoridation, unrealistic optimism about the future, decisions on flood insurance, and personality factors are analyzed. Section VI explores alternative approaches to changing environmental behavior. Section VII concludes that awareness based on experience is associated with a greater tendency to adopt approved practices, although whether people can substitute information for experience is less certain. The public educational effort should include legislation, incentives which reinforce environmentally sound behavior, and community action programs. (KC)

Fuller, Robert
Inflation: The Rising Cost of Living on a Small Planet. Worldwatch Paper 34.
Worldwatch Inst., Washington, D.C.
Pub Date-Jan 80
Note-48p.
Available from-Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036 ($2.00, quantity discounts available)
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agriculture, Costs, Depleted Resources, Developed Nations, Developing Nations, Economics, Environmental Influences, Estimated Costs, *Futures (of Society), *Global Approach, Government Role, *Inflation (Economics), *Living Standards, Money Systems, *Social Problems, Technological Advancement

Global inflation should be viewed more as a sympton of social problems than as an economic disease that can be cured by monetary and fiscal policy. Social problems signaled by inflation include exploding demand, rising costs for essential commodities, stagnating productivity, and a decline in the real standard of living. Inflation is interpreted as an increase in the overall level of nominal prices in the whole economy. It is significant to note, however, that crucial determinants of well being are often more closely related to prices of particular goods and services than to changes in the general price level. Circumstances which have contributed to global inflation include rising energy prices, increased government spending, increased money supplies, and lack of wage and price controls in capitalist nations. New sources of higher prices include increasing energy and food production costs, depleted resources, and a dearth of tillable land. Governments will make progress toward controlling global inflation if they aim economic policies toward increasing supply and reducing demand, stabilizing population, encouraging conservation and recycling, changing working conditions to boost productivity, increasing opportunities for competition, and striving to provide for basic human needs in a setting of economic stability. (DB)

ED 180 921 SO 012 302

Rosenzweig, Mark R., Ed. Porter, Lyman W., Ed.
Annual Review of Psychology, Volume 31, 1980.
Annual Reviews, Inc., Palo Alto, Calif.
Pub Date-80
Note-699p.; For a related document, see ED 164 431
Available from-Annual Reviews Inc., 4139 El Camino Way, Palo Alto, CA 94306 ($17.00, hard bound)
Pub Type- Books (010) - Collected Works - Serials (022) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Behavior, *Behavioral Science Research, Books, Clinical Psychology, Cognitive Development, Developmental Psychology, Educational Psychology, Essays, Experimental Psychology, Higher Education, Literature Reviews, Motivation, *Psychology, Socialization, *Social Sciences, State of the Art Reviews

This volume contains 19 essays on current research in representative areas of psychology. Although a few authors are from other countries, the majority of the authors are professors and researchers at universities in the United States, representing departments of psychology, education, human development, behavioral sciences, and psychiatry. The volume contains a prefatory chapter by a distinguished senior psychologist, Ernest R. Hilgard, entitled ``Consciousness in Contemporary Psychology.'' Topics of other essays include the following: research by contemporary psychologists on consciousness, event perception, social motivation, social dilemmas, evaluation research, training in work places, learning and memory, psycholinguistics, multivariate analysis, personality structure, biological psychopathology, and social influences of the school. Several essays offer analyses of psychology and psychological phenomena in other countries including West Germany, Sweden, and Denmark. The volume concludes with author and subject indexes, a cumulative index of chapter titles and authors for volumes 27-31, and a list of chapter titles planned for volume 32 in 1981. (DB)

ED 180 922　　　　SO 012 303

Butts, R. Freeman And Others

History of Citizen Education Colloquium Papers. Philadelphia, Pennsylvania, April 19-20, 1978.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-OB-NIE-78-0207
Note-227p.
Available from-Research for Better Schools, Inc., 1700 Market Street, Suite 1700, Philadelphia, PA 19103 ($14.00)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Citizenship, *Citizenship Responsibility, Conference Reports, Democratic Values, *Educational History, *Educational Objectives, *Educational Trends, Elementary Secondary Education, Public Schools, School Responsibility, Social Values, Values

The document presents four papers delivered at a colloquium on the history of citizen education in the United States. The first two papers were written by R. Freeman Butts. The first paper traces civic education from 1776-1976. Included in the historical perspective are objectives, curriculum development, descriptions of various teaching approaches, and excerpts from textbooks. The second paper offers comments on what educators can learn from the history of citizenship education including understanding of the conceptual framework of the historian, differentiating value claims of various interest groups, and becoming aware of modern trends such as political centralization, urbanization, and secularization. In the third paper, Clarence J. Karier critiques the political education of Americans from the late 19th century to the mid 20th century. He focuses on influences of the transcendentalists, the political economy, and educational reforms from 1890-1930, the psychology of social control, and selected citizenship education approaches. The final paper, by Marvin Lazerson, discusses American attitudes toward compulsory education, protestant and patriotic influences on thinking about citizenship, and citizenship in a pluralist world. A list of conference participants is included in the document. (DB)

ED 180 923 SO 012 304

Utano, Jack J.

Statistical Mapping by Computer.

Pub Date-Oct 79
Note-35p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Mexico City, Mexico, October 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Graphics, *Computer Programs, *Geography, Maps, *Statistical Data, Tables (Data)
Identifiers-STATMAP Computer Program

The function of a statistical map is to provide readers with a visual impression of the data so that they may be able to identify any geographic characteristics of the displayed phenomena. The increasingly important role played by the computer in the production of statistical maps is manifested by the varied examples of computer maps in recent publications. The speed and versatility with which the computer is able to process locational information and generate corresponding graphic representations make it an invaluable mechanism for such wide ranging applications as experimenting with different ways of representing a geographic distribution, producing a map series for a regional atlas, or supplementing statistical analysis of spatial data. This paper discusses one such computer program named STATMAP (Statistical Mapping) which is able to generate the following statistical map representations on the CalComp vector plotter: 1) a continuous-tone choropleth map; 2) a graduated-circle map; 3) a graduated-bar map; and 4) a graduated-polygon map, where the latter three reflect special cases of the general graduated-symbol statistical map. There are three major sections to the report. In the first, the theoretical aspects concerning each of the four statistical maps are addressed. The second section presents a method for producing a ``viewable'' statistical map when skewed spatial distributions are involved. An overview of the structural components of the computer program is provided in the last section. (Author/RM)

ED 180 924 SO 012 305

Ryan, Frank L.

The Social Studies Sourcebook: Ideas for Teaching in the Elementary and Middle School.

Allyn and Bacon, Inc., Boston, Mass.
Pub Date-80
Note-304p.
Available from-Longwood Division, Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, MA 02210 ($14.95 hard bound)
Pub Type- Books (010) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Affective Objectives, Career Education, Civil Liberties, *Class Activities, Concept Teaching, Consumer Education, Elementary Secondary Education, Environmental Education, Futures (of Society), Global Approach, *Learning Activities, Listening Skills, Map Skills, News Media, Research Skills, Schools, Skill Development, *Social Studies, *Teaching Methods, *Teaching Procedures, Thought Processes

The book presents 477 classroom activity suggestions for elementary and middle school teachers which reflect current social studies instructional thinking. The objectives are to promote greater understanding of the instructional topics presented and to encourage a commitment to integrating current instructional trends into personal classroom practices. The book is divided into four sections. Section I offers 198 suggestions for teaching social studies skills. Subcategories covered, including a rationale for each, are thinking processes; student research; informational skills; maps, globes, and space utilization; time and chronology; and listening. Section II gives 64 activity suggestions encouraging examination of social studies concepts, including rules, conflict, goods and services, learning, communication, and technology. Section III deals with 198 activities for various in social studies topics such as career education, global education, environmental education, human equality, school, and news and newspapers. Section IV offers 19 activities relating to the affective/evaluative domain which focus on self-esteem and self-awareness. Each section begins with a rationale, and then lists and describes various teaching suggestions, including teaching procedure, materials needed, and examples or illustrations. A subject cross-index of the sequentially numbered activities concludes the book. (CK)

ED 180 925 SO 012 307

Treme/7th Ward Griots: A New Orleans Ethnic Heritage Program. Field Edition.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-79
Note-118p.; Not available from EDRS in paper copy due to marginal legibility throughout much of the original
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiovisual Aids, Community, Community Study, *Cultural Awareness, Cultural Education, *Ethnic Groups, *Ethnic Studies, Grade 8, History Instruction, Junior High School Students, Learning Activities, *Local History, *Neighborhood, Oral History, Primary Sources, Program Descriptions, Role Playing, Secondary Education, Social History, *Social Studies, Social Studies Units
Identifiers-Ethnic Heritage Studies Program Act, Louisiana (New Orleans)

Three units comprise the New Orleans Ethnic Heritage Program developed for students in grade 8. Objectives are to increase student appreciation of New Orleans cultural heritage, help them understand their own racial and ethnic groups, and build analytical and evaluative decision making skills. The units are entitled The Ethnic Heritage of New Orleans,'' The Ethnic Heritage of a Neighborhood: Treme/7th Ward,'' and My Ethnic Heritage.'' The program was developed by a team of high school and college students from the Treme and Seventh Ward neighborhoods who interviewed approximately 80 community people on audio-videotape about their cultural heritage. Through a task approach to community study, students collect and analyze data from their own families and neighborhoods and interpret this data in light of background gleaned from handouts and audiovisual materials prepared by the program staff. Each unit is designed for one week and contains from four to six activities to be accomplished in approximately 45 minutes each. Activities involve students in role playing, class discussion, interviewing community members, designing family trees, creating heritage collages and bulletin boards, and working with large scale maps. For each activity, information is presented on time required, concepts, objectives, vocabulary, materials, and procedures. Background information, teaching strategies, and resources are included as necessary. (DB)

ED 180 926 SO 012 310

Yearwood, D. B. Yearwood, E. I.

Selectability of Print Materials in Support of the Grades 10 and 11 Social Studies Curriculum.

Educational Research Inst. of British Columbia, Vancouver.
Report No.-ERIBC-212
Pub Date-27 Jun 79
Note-26p.
Available from-Educational Research Institute of British Columbia, Suite 400 - 515 West 10th Avenue, Vancouver, B. C. V5Z 4A8 ($1.70)
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Education, *Evaluation, Grade 10, Grade 11, *Library Material Selection, Organization, Readability, *Reading Material Selection, Secondary Education, *Social Studies, *Supplementary Reading Materials, Vocabulary
Identifiers-British Columbia

This project report critiques library print materials used to support grades 10 and 11 social studies curriculum in British Columbia. The data collected are intended to provide a ready reference for school librarians when considering the particular print materials listed. Four criteria were used: readability, format and style, organization, and vocabulary load. When critiquing the books for format and style, the project looked for graphic aids, illustrations, maps, glossaries, and appendices. Under the criterion of organization specific organizational aids were looked for, such as table of contents, index, chapter headings and chapter subheading. When critiquing the materials for vocabulary load, the project tried to determine if an author defined new vocabulary by use of illustrations or language. The books are listed alphabetically by author in chart form. Numerical scores for items within each of the four criteria are provided for each book. Scores are recorded for reading levels using the Fry and Smog formulas. An average reading score is also provided in the chart. (Author/RM)

ED 180 927 SO 012 311

Fishman, Walda Katz
The Right-Wing Attack on Women.
Pub Date-79
Note-35p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bias, *Civil Liberties, Democratic Values, *Females, Minority Groups, Political Attitudes, *Political Influences, Politics, Quality of Life, *Sex Discrimination, Social Change, Social Problems, United States History, Values

A personal evaluation is expressed on the changing role of women in the United States as a result of current social attitudes and of recent legislation regarding medical, economic, and educational matters. It is hypothesized that the United States is currently experiencing an extreme and growing right-wing political movement whose targets include women, workers, ethnic and religious minorities, and homosexuals. Right wing movements are interpreted as embodying a political philosophy (elitist versus democratic) and an organizational structure (corporate class encouragement of activities to maintain a position of power and privilege). Organizations associated with right-wing attitudes include the National Association of Manufacturers, the Chamber of Commerce, and the National Right to Work Committee. Recent instances in which these right wing attitudes have worked against rights of women and other ethnic minorities include the Bakke decision on affirmative action enforcement, anti abortion and anti ERA efforts, occupational health and safety regulations which discriminate against pregnant women, increased funding for right-wing groups, reduced funding for contraceptive research, and increased religious and moralist propaganda aimed at keeping women in the home. The conclusion is that women must organize with workers, ethnic minorities, and other oppressed groups to form a united front for equality against anti-democratic right-wing forces. (Author/DB)

ED 180 928 SO 012 313

Felder, Dell And Others

The Basics: Bridges to Success in Social Studies.

Pub Date-78
Note-21p.; An attachment, Chapter nine of Magruder's American Government'', 1977 was removed; Paper presented at Annual Convention of the National Council for the Social Studies (Houston, TX, November 25, 1978)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Educational Needs, Educational Problems, Evaluation Methods, Instructional Improvement, Mathematics Instruction, Reading Ability, Reading Difficulty, *Reading Skills, Secondary Education, Skill Development, *Social Studies, Speeches, Student Motivation, Teacher Role, *Teaching Methods

The paper suggests rationales and practical procedures for improving student learning skills in high school social studies courses. A major objective is to help classroom teachers minimize problems brought about by the mismatch between student capabilities and program demands. It is hypothesized that secondary social studies teachers have not usually had formal training in teaching the basic mathematics and reading skills required for comprehending textbook material. To rectify these deficiencies in teacher training, the document presents tips on assessing student reading ability, determining textbook readability, teaching content vocabulary, providing structure to reading assignments through directed activities, and helping students comprehend content presented through mathematics. Included in the descriptions of each of these procedures are background information, formulas used to calculate various ability ranges, vocabulary definitions, suggested reading, and pointers on specific learning problems of which teachers should be aware. Information is presented in textual form and is illustrated by means of graphs, charts, pictographs, tables, and scale drawings. (Author/DB)

ED 180 929 SO 012 314

Hanson, David J.

Eminence in Sociology: Three Measures.

Pub Date- 74

Note-7p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bibliographic Citations, Peer Evaluation, *Professional Recognition, *Social Science Research, *Sociology, Status

This paper identifies eminent persons in the field of sociology using three measures: 1) the number of sociologists who identify a peer as eminent (reputation score); 2) the mean ranking these individuals receive from peers (frequency score); and 3) the number of citations made in the literature to the work of such individuals (citation score). In 1977, questionnaires were mailed to a sample of 300 sociologists randomly selected from the membership of the American Sociological Association. Respondents were provided an alphabetical list of names found by Swatos and Swatos (1974) to have been the most frequently cited in introductory sociology texts. They were asked to rank the ten most significant sociologists. Names could be added to the list. The return rate was 61%. The number of citations to an individual's work was calculated using the 1976 volume of the Social Sciences Citation Index.'' The results of all data indicated that while reputation and frequency were highly associated, citation was not closely associated with either. The author concluded that the frequency with which a sociologist's work is cited in the current journal literature provides an index of eminence that is quantitative, objective, and readily available. (Author/RM)

ED 180 930 SO 012 316

Freedoms Your Rights and Responsibilities. A High School Teaching Course.

Wisconsin State Dept. of Public Instruction, Madison.
Report No.-WSDPI-Bull-0083
Pub Date-78
Note-75p.; Guide prepared at Phillips High School
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Criminal Law, *Elective Courses, Freedom of Speech, Grade 11, Grade 12, Justice, *Legal Education, Responsibility, Secondary Education, *Social Studies, State Legislation, Teaching Guides
Identifiers-Wisconsin

This teaching guide outlines a nine week course on rights and responsibilities for use with junior and senior high school students in Wisconsin. The course consists of ten units and is intended to help students learn about the law, American justice, the Bill of Rights, freedom of religion, freedom of speech, freedom of the press, freedom to assemble, the right to bear arms, Wisconsin law, and criminal law. The major book resources on which the course is based are Civil Liberties Today: Case Studies and the Law'' (Houghton Mifflin); Great Cases of the Supreme Court'' (Houghton Mifflin); and Project Inquiry Instructional Materials'' (Wisconsin Bar Foundation). The major audiovisuals needed to teach the course are About Law'' (Channing L.

Bete Co., Inc.); Inquiry: The Justice Thing'' (Educational Communications Board, Madison, WI); and With Justice for All?'' (EMC Corporation). Many other print and nonprint materials available from publishers are used in the course. These are also cited in the guide. Students analyze case studies, read and discuss books, play games, and view media. Questions for the teacher to ask are provided. The appendices which comprise the major portion of the publication contain student worksheets and tests. (Author/RM)

ED 180 931 SO 012 319

Gober, Patricia

Population Policy and the Changing Distribution of the U.S. Population Implications for Teaching Population Geography.

Pub Date-Oct 79
Note-33p.; Paper prepared for Annual Meeting of the National Council for Geographic Education (Mexico City, Mexico, October 30-November 3, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Birth Rate, Demography; Economic Factors, Federal Aid, Geographic Regions, Geography Instruction, *Government Role, Higher Education, *Migration Patterns, *Population Distribution, *Population Education, *Population Trends, *Public Policy, Tables (Data), Trend Analysis, Urban to Rural Migration

The role of migration and of federal policy in population redistribution should be a central focus in population geography education. Although migration to the Sunbelt and the West has been a pattern since the 1950s, a significant trend has been noted only since the 1970s, when the birth rate dropped so much that natural increase could not compensate for out-migration in the North. Factors contributing to this migration pattern include climate, high rates of employment, and territorial bias in federal expenditures. The South Atlantic and South Central and western regions of the Mountain and Pacific states tend to be the main benefactors of defense contracts, highway and sewer programs, federal retirement programs, and maintenance of public lands. In addition, foreign immigrants tend to settle in these regions. A second trend in population distribution is that of growth in nonmetropolitan areas, which is a result of decentralization of metropolitan economic activity and the desire of a majority of Americans to reside in small and rural areas. In conclusion, migration and federal policy must be regarded as interdependent processes. The most obvious consequence of regional shifts in population will be the reapportionment of Congressional representatives after the 1980 census. Federal revenue sharing programs will also be affected. These factors illustrate the need for the policy implications of population redistribution to be an important component in population geography courses. (Author/KC)

ED 180 932 SO 012 324

Grant, Anne

Stories My Family Told Me.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.
Pub Date-77
Note-32p.; Small print on pages 8-14 may not reproduce clearly in paper copy
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cultural Factors, Ethnic Groups, *Ethnic Studies, Learning Activities, *Material Development, Programing (Broadcast), *Radio, *Scripts, Secondary Education, *Social Studies, Story Telling, Teaching Methods
Identifiers-Ethnic Heritage Studies Program Act

Background information and tips are presented to aid high school social studies classroom teachers as they develop and implement cultural awareness programs in which students research and write radio scripts about their own ethnic heritage. The document is presented in three sections. Section I explains how to research family history. Emphasis is placed on likely sources of information including novels, encyclopedias, and plays. Section II discusses interviewing technique, selection of people to interview, and interpretation of information which comes out during an interview. Also presented are suggestions to help students understand ethnic differences. Suggestions include drawing up a chart to identify a person's ethnic heritage more fully, listing holidays and ceremonies celebrated by an ethnic group, relating stories frequently told to children of the ethnic group, and listening to music commonly heard in the culture. The final section concentrates on radio production. Specifically, it focuses on how to write an outline once characters and plot are selected and how to begin a script. Topics discussed include scene changes, music, sound effects, and narratives. A sample script is included. (DB)

ED 180 933 SP 014 058

Clatworthy, F. James

Designing Educational Futures: An Application of Comparative Futurology to Education.

Pub Date-Oct 78
Note-34p.; Paper presented at the World Future Society, Education Section (Houston, Texas, October 22, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Decision Making Skills, Educational Research, *Futures (of Society), Planning, *Policy Formation, Prediction, *Problem Solving, *Research Utilization, *Teacher Role, Trend Analysis

Prediction is made of a change in the role of the teacher from dispenser of knowledge to a learning facilitator and an anticipatory design science'' specialist. A description is given of a workshop seminar focusing on the process of designing educational futures so that teachers can gain direct experience with policy study and formation. This workshop, Designing Educational Futures,'' was developed to involve the individual in a series of exercises in which their task is to identify problems, critique the problem situations, formulate questions around the problems, select a single question, and formulate a policy design out of their investigation into the problem. Included in this paper is the series of 11 worksheets used in the described seminar. (JD)

ED 180 934 SP 014 172

Von Fange, Theodore Benson, Sterling

Competency Assessment Model: Development and Verification.

Pub Date-78
Note-27p.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Effective Teaching, *Growth Patterns, Models, Performance, *Personality, Teacher Attitudes, *Teacher Characteristics, *Teacher Education, *Teacher Evaluation, Teacher Participation, Teaching Experience, *Teaching Skills

The development of a model that would provide organized direction in describing the competent teacher'' is discussed. In a joint effort of practicing teachers and college of education personnel, the parameters for identifying behaviors of effective teachers were established. Six areas of competency were used intellectual, personality, teaching skills, making knowledge meaningful, creating a desire for learning, and creating a desirable learning climate. For each area competencies are listed and specific ways of determining achievement of the competency are set forth. Included in this model is an instrument for self-evaluation by which participants may measure personal growth and change before, during, and after their teacher education program. A copy of the model is appended to this report. (JD)

ED 180 935 SP 014 222

Gronbech, C. Eric
The Effect of Strength Training on Fractionalized Accuracy.
Pub Date-79
Note-7p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Muscular Strength, *Perceptual Motor Coordination, *Psychomotor Skills, *Success Factors, *Task Performance
Identifiers-*Precision Tasks

The role of the strength factor in the accomplishment of precision tasks was investigated. Forty adult males weight trained to develop physical strength in several muscle groups, particularly in the elbow flexor area. Results indicate a decrease in incidence of accuracy concurrent with an increase in muscle strength. This suggests that in order to avoid over-training, motor skills should be practiced as the strength change occurs. (LH)

ED 180 936 SP 014 340

Melder, Keith

Training Women Teachers: Private Experiments 1820-1840.

Pub Date- 79

Note-19p.

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Curriculum Design, *Educational History, *Educational Philosophy, Humanistic Education, Teacher Attitudes, *Teacher Education, Teaching Methods, *Women Teachers

The changes and developments in the education of women teachers over a period of two decades in the early 18th century in America are examined. Tracing the history of women's education from before the founding of the first Normal School in 1839, changes in attitudes and philosophy are discussed, as well as the social implications of the growth of feminine influence on pupils at the elementary school level. (JD)

ED 180 937 SP 014 393

Hay, James G.

The Challenge of Change for Physical Education in the 1980's: A Biomechanical Viewpoint.

Pub Date-Mar 79
Note-17p.; Paper presented at the Annual Meeting of the American Academy of Physical Education (New Orleans, LA, March 1979)
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Athletics, *Biomechanics, *Educational Change, Educational Trends, Exercise (Physiology), *Higher Education, *Physical Education, *Scientific Research, Teaching

The shifting emphasis in the field of physical education from exercise physiology to motor learning to biomechanics over the past several decades presents a challenge for shaping the future of physical education. The primary challenges involve matching the supply of graduates to the demand for their services, developing a sound philosophy relative to sponsored research, and improving the quality of undergraduate teaching. (DS)

Pacala, Lynn Marevich
Multivariate Considerations in Planning Children's Physical Education.
Pub Date-Mar 79
Note-5p.
Available from-American Alliance for Health, Physical Education, Recreation, and Dance 1201 16th Street, N.W., Washington, D.C. 20036 ($2.95)
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Children, *Educational Objectives, Educational Philosophy, Educational Research, Individual Differences, *Physical Education, Program Development, *Program Planning, Research Utilization, *Student Needs, *Teacher Role

Implications for the planning of children's physical education programs are threefold. A philosophical statement should underlie the curriculum development. The objectives of the programs should reflect input from the practitioner and the researcher, as well as from the student. Teachers must become sensitive to the cognitive and affective aspects of sport and dance in addition to considering the psychomotor involvement required of the child. (Author/LH)

ED 180 939 SP 014 533

Hassett, Jacquelyn
Oral Health Whose Responsibility?
Pub Date-May 79
Note-8p.; Paper presented at the Annual Meeting of the American College Health Association (57th, Washington, D. C., May 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Colleges, *Dental Clinics, *Dental Evaluation, *Dental Health, Health Education, *Health Programs
Identifiers-Individual Responsibility

An overview is presented of guidelines drawn up for the development of health programs for junior and community colleges by the American College Health Association. The responsibilities of college health practitioners in the field of oral and dental health are emphasized. (JD)

King, Vera R. Hahn, Margaret

Opinions of Inservice Experts.

Pub Date-79
Note-8p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, Effective Teaching, Elementary School Teachers, *Inservice Teacher Education, *Mathematics Instruction, Program Planning, Secondary School Teachers, Surveys, *Teacher Attitudes, *Teaching Methods

Two hundred and twenty-five inservice experts (administrators, counselors, teachers, and curriculum specialists) from 15 school districts were surveyed, and their opinions used in planning an improved mathematics education teacher preparation program at a Texas university. Results of the survey indicate that although most of the parties felt adequately prepared for dealing with content and curriculum development, teaching methods such as individualized instruction and the operation of a mathematics laboratory were considered underdeveloped skills. Most of those surveyed stated that they were using teaching techniques traditional in the 1950's. Concerning the influence various organized groups of experts may have exerted on educational policy in the area of mathematics instruction; many of those surveyed either did not agree with the standards set by such groups or were not familiar enough with the groups themselves to comment. (LH)

ED 180 941 SP 014 815

Henderson, Robert
Organizing Effective Networks.
Spons Agency-New England Teacher Corps Network, Portsmouth, N.H.
Pub Date-77
Note-13p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Organization, Ancillary Services,
*Cooperative Planning, *Delivery Systems, Educational Resources,
Governance, Information Dissemination, *Information Networks,
*Organizational Development
Identifiers-Teacher Corps

An account is given of creating and implementing an information network for the Teacher Corps projects. The purpose and function of a network is described, and the obstacles to the development of this network are discussed. The early network development strategies are cited and, in conclusion, a summary is given of what was learned by the network developers about fundamental considerations necessary to successful development of such an organization. (JD)

Roemer, Eleanor K.

The Legal Recognition of the Right to Education: A Growing Clamor or a Fading Whisper.

Pub Date-77

Note-23p.

Pub Type- Reports - Research (143) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Access to Education, Civil Rights, Due Process, *Educational Discrimination, Educational Legislation, *Federal Court Litigation, *Federal State Relationship, Legal Responsibility, *State Legislation, *Student Rights

The extent to which there is a favorable view of a child's right to education in United States courts is examined. Important United States Supreme Court cases regarding segregated school systems, unequal allocation of state financial resources for education, and civil rights of students are reviewed to reveal the extent to which a legal recognition of a child's right to education is emerging. The trend observed in this study is that the federal judiciary is tending toward the attitude that this problem is of individual state, not federal, concern. (JD)

ED 180 943 SP 014 862

Secondary English Teacher Preparation Program University of Georgia.
Georgia Univ., Athens. Dept. of Language Education.
Pub Date-77
Note-9p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*English Instruction, Experiential Learning, *Field Experience Programs, Program Development, Program Validation, *Secondary Education, *Teacher Education, *Teaching Experience
Identifiers-University of Georgia

A teacher education program for prospective secondary school English teachers is described. The program begins with the usual general education for two years, including a field experience working as a teacher aide in a public school and a human relations training program. The third and fourth years are devoted to major course work and professional training with progressive involvement in actual teaching experience in the public schools. The methods used to validate this program and evaluation results are included in this report. (JD)

ED 180 944 SP 014 894

Washburn, David E.

Multicultural Education Programs, Ethnic Studies Curricula, and Ethnic Studies Materials in the United States Public Schools.

Pub Date-74
Note-40p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cultural Pluralism, *Curriculum, Elementary Secondary Education, *Ethnic Studies, *Instructional Materials, Instructional Programs, *Multicultural Education, *Public School Systems, Sociocultural Patterns, Surveys

A survey querying 715 school districts in the United States with regard to the presence and the extent of their multicultural education curricula and instructional activities reveals that 72.5 percent of the respondent districts have introduced ethnic studies curricula into their elementary or secondary school programs. Included in the research report are percentage breakdowns of the ethnic composition of both the school children and the teachers and educational administrators who participated in the survey, as well as an investigation of the specific curricula content of the ethnic studies programs. Much information is presented in tabular form. (LH)

ED 180 945 SP 014 900

Brown, Carlton E.

Systematic Ad-Hocism: An Approach to Responsive Inservice Education and School Change.

New Hampshire Univ., Durham.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date- 78

Note-16p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Change Agents, *Change Strategies, Cooperative Planning, Course Content, Group Dynamics, *Inservice Teacher Education, *Needs Assessment, Organizational Development, *Program Planning, Staff Improvement

A method of establishing a successful inservice teacher education program is described. This method involves organizational change as well as individual change based on the assumption that teacher growth and school change are interdependent. The following set of constructs for a responsive inservice teacher education program are identified: (1) all inservice efforts should include required work that focuses the teacher's concentration on the classroom; (2) all inservice work should attempt to combine theory and practice; (3) all inservice work should assist the teacher to develop, integrate, or alter the concepts and techniques learning through classroom implementation and practice with the assistance of an instructor; and (4) inservice instructors should tailor concepts and techniques to the particular school organization for successful continuation and incorporation. (JD)

ED 180 946 SP 014 901

Pine, Gerald J.

Inservice Education: Collaborative Action Research and Teacher Emancipation.

New Hampshire Univ., Durham.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date- 79

Note-16p.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Research, *Educational Researchers, *Inservice Teacher Education, *Interinstitutional Cooperation, Junior High Schools, Research Needs, *Research Problems, *Staff Improvement, Staff Utilization, Teamwork

Identifiers-Teacher Corps

The point is made that educational research must become classroom-oriented instead of remaining university-oriented. The suggested manner of accomplishing this is to focus on the development of inservice teachers into practicing educational researchers as part of a staff improvement program. Case studies of a New Hampshire junior high school's inservice research program, which has also led to significant staff development, are cited. A bibliography is appended. (LH)

Aichele, Douglas B.

Oklahoma State University General Guidelines for Pre-Student Teaching Clinical Experiences.

Oklahoma State Univ., Stillwater.
Pub Date-Aug 79
Note-38p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Observation Techniques, College School Cooperation, *College Supervisors, *Cooperating Teachers, *Field Experience Programs, *Preservice Education, Student Attitudes, *Student Teaching, Teacher Attitudes, Teaching Experience
Identifiers-*Early Field Experience

These guidelines, designed for use by cooperating public school teachers in student teaching programs, contain the following five components: (1) general objectives for pre-student-teaching clinical experiences; (2) the roles and expectations of university students, university faculty and staff, and public school teachers in preservice clinical experiences; (3) general activities for preservice clinical experiences; (4) techniques for effective observation/participation; and (5) information particular to teacher education at Oklahoma State University. (JD)

ED 180 948 SP 014 921

Watt, Anne S.

The Role of a Rural Teacher Center in Developing and Delivering Inservice Education.

Pub Date-Nov 78
Note-14p.; Paper presented at the National Council of States for Inservice Education Conference (San Francisco, CA, November 16-18, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Organization, Cooperative Planning, Delivery Systems, Governance, *Inservice Teacher Education, *Program Development, *Rural Education, *Teacher Administrator Relationship, *Teacher Centers, Teacher Role

Teacher centers that are run by teachers and staffed by competent professionals can help administrators recognize and value professioanl behavior in teachers. They can play a major role in developing and delivering inservice education if they place major emphasis on attending to teachers' individual needs for professioanl growth through bottom-up programming. But they must also attune themselves from the outset to helping foster collaboration between teachers and administrators to meet district, top-down goals. A teacher center is an ideal setting for such a collaboration as long as it can win the trust of teachers by never compromising its nonevaluative stance and by spending a majority of its time responding to individual needs and offering voluntary programs based on those needs. (Author)

ED 180 949 SP 014 939

Standards for Approval of Teacher Preparation Programs in Virginia. Revised.

Virginia State Dept. of Education, Richmond.
Pub Date-79
Note-53p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Standards, *Accreditation (Institutions), *Certification, *Institutional Evaluation, *State Standards, *Teacher Programs
Identifiers-*Virginia

State regulations governing the accreditation of colleges of education in the state of Virginia are set forth. (JD)

ED 180 950 SP 014 947

Oyster, Nancy

A Survey of the Perceptions of College Women Physical Educators Concerning Changes in Departmental Structure, Job Satisfaction and Graduate Work.

Spons Agency-Ohio State Univ., Columbus.
Pub Date-75
Note-11p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Organization, Career Opportunities, *College Faculty, Educational Finance, *Job Satisfaction, *Organizational Change, *Physical Education, Teacher Attitudes, *Teacher Role, Womens Athletics

This study reflects the feelings and impressions of women physical education teachers in 1975 at a time when many departments were in the process of merging. At that time few of the women held major administrative positions. Most women taught, published, and foresaw future graduate work in the areas of teacher preparation and curriculum. Only about half of the women had published. The majority of women in separate departments saw women as more professionally productive in 1975 than in 1970, and 73 percent thought job and personal satisfaction to be higher. Most women in combined departments saw improved professional productivity for both men and women, but less job satisfaction for women. (Author)

ED 180 951 SP 014 992

Requirements for Certificates for Administrators, Supervisors, and Teachers. Maryland School Bulletin, Volume L, Number 2.

Maryland State Dept. of Education, Baltimore.
Pub Date-1 Sep 75
Note-52p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrator Qualifications, *State Standards, *Supervisor Qualifications, *Teacher Certification
Identifiers-*Maryland

The requirements for certificates for administrators, supervisors, and teachers in the state of Maryland are set forth. (JD)

ED 180 952 SP 015 018

Yarger, Sam J. Mertens, Sally K.

Documenting Teacher Centers Report of a Field Test.

Syracuse Area Teacher Center, N.Y.

Pub Date-Aug 79

Note-95p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Data Analysis, *Data Collection, *Documentation, *Field Interviews, *Information Seeking, Program Development, *Questioning Techniques, Questionnaires, Surveys, *Teacher Centers

Identifiers-*Teacher Centers Program

The decision to document the development of the Teacher Centers Program failed to specify either the content or the process for documentation activities. The described field test was undertaken to determine which of two information-gathering strategies was the most effective mailed questionnaire or telephone interview. While both methods produced good results it was determined that the telephone interview was the quickest and most fruitful method of the two. Appended to this report are samples of questions asked in the field test and the tabular results. (JD)

ED 180 953 SP 015 025

West, Patrick C.

Social Carrying Capacity as Status Group Convention.

Spons Agency-Forest Service (DOA), St. Paul, Minn.
Pub Date-Aug 79
Note-17p.; Paper presented at the Annual Meeting of the Rural Sociology Society (Burlington, VT, August 23-26, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns, *Camping, *Cultural Differences, Lower Class, *Perception, *Proximity, Social Class, *Social Differences, Sociology, Status, Upper Class

A sociological study investigating the relationship between perception of crowding and social status was conducted in a rural camping setting. Results indicate that higher social status groups and groups aspiring to higher social status are more likely to perceive crowding than are lower status groups, but more research is suggested prior to the establishment of final conclusions. (LH)

ED 180 954 SP 015 054

Rules and Regulations Governing the Certification of Teachers and Administrators in Arizona. Revised.

Arizona State Dept. of Education, Phoenix.
Pub Date-76
Note-76p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrator Qualifications, Credentials, *State Standards, *Teacher Certification
Identifiers-*Arizona

This booklet contains the laws, policies, and procedures affecting certification of teachers and administrators in the state of Arizona. Specific requirements for certification are included. (JD)

ED 180 955 SP 015 057

Kentucky Teacher Preparation and Certification Handbook. 1976 Edition. Educational Bulletin Series, Vol. XLIV, No. 21.

Kentucky State Dept. of Education, Frankfort.
Pub Date-Feb 76
Note-166p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Elementary Secondary Education, *Qualifications, *School Personnel, *State Standards, *Teacher Certification, *Teacher Education
Identifiers-*Kentucky

This handbook contains the statutes and regulations pertaining to teacher education and certification in the state of Kentucky. (JD)

Coleman, Peter

Teaching, A Profession for Amateurs? Building Research/Practice Linkages via Informal Field-Based Training Activities for Teachers.

Pub Date-Sep 79
Note-21p.; Paper presented at the Canadian Education Association/Canadian Educational Research Association Conference (Winnipeg, Manitoba, Canada, September 24-25, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Agents, Consortia, *Cooperative Planning, Educational Innovation, *Field Experience Programs, *Inservice Teacher Education, Program Descriptions, *Research Utilization, *Teacher Centers, Teaching Experience

Ways of implementing educational innovations produced by research into practice in the schools are considered. It is stated that the most effective tool for accomplishing this is inservice teacher education. The characteristics of an exemplary inservice teacher education program are outlined and discussed. The suggestion is made that teacher centers are potentially the most important link between university- produced research and changed practices in the schools, and that a consortium of university-teacher center-public school would be desirable. (JD)

ED 180 957 SP 015 155

Gatewood, Thomas E.

Middle School Teacher Education.

Pub Date-78

Note-67p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Curriculum Design, *Middle Schools, Performance Based Teacher Education, *Program Content, *Program Proposals, School Role, *Teacher Certification, *Teacher Education

A teacher education program especially designed to prepare teachers for teaching at the middle school level is advocated. A description is given of the education program, curriculum design, and degree requirements for five institutions having outstanding middle school programs Gordon College in Massachusetts, Findlay College in Ohio, Illinois State University, University of Florida, and University of Georgia. A model program is outlined for possible implementation at Central Michigan University. (JD)

ED 180 958 SP 015 174

Robinson, Karen Schroeder, Gary

The Steering Committee: Its Role and Function in the Murray State University/Hopkinsville Middle School Responsive Inservice Education Program. Occasional Paper Series No. 8.

Murray State Univ., Ky.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-16 May 77
Note-15p.
Available from-Teacher Corps Project Director, Dept. of Instruction and Learning, Murray State University, Murray, KY 42071 ($0.50)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advisory Committees, *Conflict Resolution, Cooperative Planning, Information Dissemination, *Inservice Teacher Education, Middle Schools, *Problem Solving, Program Development, Teacher Attitudes

The purpose of this paper is to facilitate the continuation of the steering committee at Hopkinsville Middle School after the Teacher Corps Project is completed. It was the general consensus of teachers and administrators that the committee served a valuable function in developing and implementing successful inservice programs. A report is given on the results of a faculty questionnaire designed to assess teachers' attitudes toward the function of the committee. Suggestions are made on critical things to remember in encouraging the development and use of the steering committee concept. (JD)

ED 180 959 SP 015 176

Price, William O. And Others

Perspectives on Development in the Overall Process of Demonstration. Occasional Paper Series No. 7.

Murray State Univ., Ky.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-14 Dec 76
Note-22p.; For related document, see SP 015 182
Available from-Teacher Corps Project Director, Murray State University, Murray, KY, 42071 ($0.50)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Agents, *Educational Diagnosis, Inservice Teacher Education, Needs Assessment, *Pilot Projects, *Program Development, *Program Evaluation, *Program Planning, *Talent Development

The goal of this project is to develop a school-based instructional program to maximize unique talents in students. A step-by-step report on the project development is presented from the identification of clear achievable goal, through the on-going process of implementation and evaluation of results to synthesizing the concept and establishing it as a valid educational goal. (JD)

ED 180 960 SP 015 177

Schroeder, Gary G. And Others

The Murray State University Professional Materials System: The Concept of Flexible Support for Responsive Inservice Education. Occasional Paper Series No. 9.

Murray State Univ., Ky.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-17 Jun 77

Note-21p.; Prepared by the College of Human Development and Learning

Available from-Teacher Corps Project Director, Dept. of Instruction and Learning, Murray State University, Murray, Ky. 42071 ($0.50)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Filing, *Information Dissemination, *Information Storage, *Information Systems, Inservice Teacher Education, *Resource Materials, Talent Identification

Instructions are given for providing input into an information system on professional materials developed as a reference base to be used by those interested in the Talent Development Project of the Murray State University Teacher Corps. Included are instructions for labeling materials to be put into the system, instructions for filling out index cards for the Rolodex file, selected ideas to facilitate the use of the system, and a referral form used to recommend new materials to be filed. A list and description is provided of category materials to be cataloged. An overview of the actual filing system is included. A representative sample of materials actually cataloged into the system is presented. (JD)

ED 180 961 SP 015 179

Schroeder, Gary Hainsworth, Jerome C.

A Responsive Inservice Graduate Education Model. Occasional Paper Series No. 4.

Murray State Univ., Ky.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-77

Note-55p.

Available from-Teacher Corps Project Director, Dept. of Instruction and Learning, Murray State University, Murray, KY 42071 ($0.50)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Credits, *College School Cooperation, Cooperative Planning, Credit Courses, Educational Coordination, *Graduate Study, *Inservice Teacher Education, *Professional Continuing Education, Program Development, Program Evaluation

A description is given of an inservice program designed to provide both the means by which schools can change and also the means by which individual teachers can work toward advanced degrees and higher levels of state certification. The focus of this program is on the school and the classroom learning environment in which the graduate student's performance takes place. The training takes place in the teacher's school with the university instructor jointly planning, implementing, and evaluating; success being measured by the impact the program is having on students in the classroom. This report contains a model of the program, a discussion of the program's history and objectives, and an overall evaluation of the program. (JD)

Schroeder, Gary Price, William O.

Beyond Field-Based Teacher Education: The Concept of Responsive Inservice Education. Occasional Paper Series No. 5.

Murray State Univ., Ky.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-77
Note-20p.
Available from-Teacher Corps Project Director, Dept. of Instruction and Learning, Murray State University, Murray, KY 42071 ($0.50)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Role, *College School Cooperation, *Field Instruction, *Graduate Study, Individualized Programs, *Inservice Teacher Education, Masters Degrees, *Professional Education, Program Development, Teacher Education

Field-responsive inservice education represents a program by which a college of education faculty goes into the field and forms collaborative relationships with individual schools, providing inservice training to teachers in the form of a graduate course, generally leading toward a master's degree. The university field team has access not only to students, but also to real-life situations and children, therefore instruction has direct relevance to actual practice. The major concern in the program is not only the transmission of knowledge and skills, but also the solving of educational problems. This report examines the program and discusses the issues and problems for both the university faculty and the teacher participant. (JD)

Hainsworth, Jerome C., Ed.
Every Child is Gifted. A Resource Guide to Multi-Talent Activities for Teachers Based Upon Experience With Middle School Students. Occasional Paper Series No. 3.
Murray State Univ., Ky.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-May 77
Note-211p.; For related document, see SP 015 176
Available from-Teacher Corps Project Director, Murray State University, Murray, KY 42071 ($5.00)
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Ability Identification, Average Students, Convergent Thinking, Creative Development, *Creativity Tests, Divergent Thinking, *Educational Diagnosis, Evaluative Thinking, High Achievers, *Intermediate Grades, *Talent Development

The concept that each child has unique talents that can be developed through a school-based instructional program is the basis for the described project and accompanying guide book for teachers. A rationale for talent development and research findings on the topic are presented, as well as articles on multiple talent education and talent identification. Sample activities by talent areas and resulting student products are included. Talent areas emphasized are creativity, planning, communication, forecasting, and decision making. (JD)

ED 180 964 SP 015 190

Perreault, George Laktasic, Stanley

Role Congruence as a Factor in Attributed Success of Student Teachers.

Pub Date-79
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cooperating Teachers, *Effective Teaching, *Interaction Process Analysis, Role Conflict, *Role Perception, Student Attitudes, *Student Teachers, *Teacher Role

In an investigation of the effect of teacher role perception on teaching effectiveness, 26 cooperating teachers and their corresponding student teachers rated 48 possible teacher behaviors for degree of desirability. The ratings were used to define role expectations of teachers, which were in turn utilized to explore the degree of accord between student teachers' perceptions of the teacher role and cooperating techers' perceptions of the same role. Six aspects of the role were considered. Results indicate that teaching by student teachers was most effective in a situation where the degree of congruence between cooperating teachers' and student teachers' perception of the role and function of teachers was highest. (LH)

ED 180 965 SP 015 191

Weight by Height and Age for Adults 18-74 Years: United States, 1971-74. Vital and Health Statistics, Data from the National Health Survey, Series 11, Number 208.

National Center for Health Statistics (DHEW), Rockville, Md.

Report No.-DHEW-PHS-79-1656

Pub Date-Sep 79

Note-64p.; Small print may be marginally legible

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Age, *Height, *Individual Differences, *National Norms, *Statistical Analysis, *Weight

Age and sex distributions of weight by single inches of height for adults 18-74 years of age in the civilian noninstitutionalized population of the United States are given for the period 1971-1974. Discussion is made concerning the comparison of the results of this survey with those of previous surveys. (LH)

ED 180 966 SP 015 213

Woods, Larry

Neighborhood Coat-of-Arms Project: Bloom's Taxonomy and Other Developmental Theories in Action.

New Hampshire Univ., Durham.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-79

Note-22p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Development, *Comprehension Development, *Developmental Stages, Group Activities, *Intellectual Development, Junior High Schools, *Junior High School Students, *Learning Theories, School Community Relationship, Student Attitudes

The progress of groups of junior high school students working together was measured by the developmental theories of Bloom, Piaget, and Kohlberg. Each group was assigned the task of designing a coat-of-arms representing their neighborhood. This project involved not only physically producing a shield (designing, drawing, choosing colors) but also comprehending their community and creating symbols for it. This study traces the thought processes and group dynamics that eventually produced each coat-of-arms, using as reference points Bloom's taxonomy of sequential and progressive educational objectives, as well as Piaget's theories on cognitive development and Kohlberg's stages of moral development. (JD)

ED 180 967 SP 015 219

Denton, Jon J.

Quantifying Teacher Effects with a Data Base for Regression Analysis.

Spons Agency-Texas A and M Univ., College Station. Coll. of Education.
Pub Date-7 Aug 79
Grant-OUR-TAMU-15350-600
Note-37p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Data Analysis, Data Bases, *Educational Research, Performance Based Teacher Education, Secondary Education, *Skill Development, *Student Teachers, *Teaching Skills, *Teaching Styles

A project was undertaken to create a substantial data file containing multiple measures of learner attainment information in order to provide alternative models for teacher preparation effects through regression analysis. A general description of both the performance-based secondary-level teacher education program at Texas A & M University and the extensive data set, DENNOR, are provided. Data was gathered from a sample of 44 secondary-level student teachers and 4,656 learners taught by the student teachers. The model of instruction that the teacher education program embraces is described in detail. (Author/LH)

ED 180 968 SP 015 220

Allen, Michael G. Lee, Seong

An Analysis of Mass Media Requirements for Secondary School Social Studies Certification and Attitudes of Secondary Education Chairpersons Toward These Requirements and Mass Media Education.

Pub Date-15 Dec 79
Note-10p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, *Curriculum, Curriculum Development, Higher Education, *Mass Media, *Preservice Education, Secondary Education, Social Studies, Teacher Certification, *Teacher Education Curriculum, *Teacher Qualifications

This study investigated the state of mass media course requirements relative to secondary school social studies teacher certification, and assessed the university level secondary education department chairpersons' attitudes towards mass media education in general for 190 undergraduate secondary education departments. Slightly more than 95 percent of the teacher education departments surveyed did not require a course in mass media for secondary school social studies certification; it is hypothesized that this is a primary factor in the underpreparation of secondary school teachers to effectively instruct mass media classes. Results of the survey are presented in tabular form, and a copy of the instrument used is included. (LH)

ED 180 969 SP 015 239

Miller, Lynne, Ed. And Others
Sourcebook for the Worcester South High Community School.
Massachusetts Univ., Amherst. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-78
Note-133p.
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - General (020) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Curriculum Development, *Educational Change, *Inservice Programs, Inservice Teacher Education, *Instructional Improvement, Interinstitutional Cooperation, *Program Development, Secondary Education, Teacher Improvement, *Teaching Methods

This sourcebook contains a collection of articles on educational topics and is designed to be used as a resource for inservice teacher programs at the secondary level. The first section is devoted to curriculum theory and contains writings on the theoretical underpinnings and relevant background for practical work with students. Inservice is the subject of the second section and the writers expand on the idea that inservice should be understood as a process whereby teachers come together to pursue personal and professional growth needs as competent individuals. The third section presents programs that teachers have developed to better meet the needs of their students. The fourth section is comprised of teachers' essays about ways in which they have developed innovative classroom practices. (JD)

ED 180 970 SP 015 245

Gramann, James H. Burdge, Rabel J.

The Effect of Recreation Goals on Conflict Perception: The Case of Water Skiers and Fishermen.

Illinois Univ., Urbana. Inst. for Environmental Studies.

Pub Date-79

Note-25p.; Prepared in collaboration with the Department of Leisure Studies

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, *Conflict Resolution, Facility Planning, *Individual Needs, *Interpersonal Relationship, Participant Satisfaction, Recreational Facilities, *Recreationists, Stress Variables, Waterskiing

Identifiers-Fishing

Variations in psychological goals for recreation participation are explored, both between and within activity categories, and related to differences in conflict perception. Support for a "goal interference" model of conflict is found. According to this model, when recreation goals are incompatible, behaviors arising out of one set of goals will interfere with the achievement of goals in the other set, resulting in perceptions of conflict. Implications of this model for recreation zoning practices and the development of leisure theory are discussed. (Author)

ED 180 971 SP 015 248

Overly, Norman V., Ed.

Lifelong Learning: A Human Agenda.

Association for Supervision and Curriculum Development, Alexandria, Va.
Pub Date-79
Note-201p.
Available from-Association for Supervision and Curriculum Development, 225 North Washington St., Alexandria, VA 22314 ($9.75)
Pub Type- Books (010) - Collected Works - General (020) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Continuous Learning, Cultural Differences, Cultural Pluralism, Curriculum Development, *Educational Responsibility, Human Dignity, *Humanistic Education, *Individual Development, Individual Differences, Open Education, *Personal Growth, School Role, Self Actualization, *Sociocultural Patterns

This potpourri of contemporary (1979) educational material is divided into three different types of information: the search for real and meaningful goals in education and in society at large; obstacles to the perfect attainment of educational, social, and personal goals; and the ways and means of coming to terms with the disparity between these two situations. Anecdotes, statistical analyses, essays, jokes, autobiographical pieces, and excerpts from news programs are only some of the communicative methods this yearbook employs to convey its concern with the needs and aims of education and of North American culture. Information relating to the structure and activities of the Association for Supervision and Curriculum Development is also included. (LH)

ED 180 972 SP 015 253

Clark, Christopher M.

Five Faces of Research on Teaching. Occasional Paper No. 24.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 79

Contract-400-76-0073

Note-19p.

Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.00)

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Classroom Observation Techniques, Educational Anthropology, *Educational Research, *Evaluation Methods, Psychological Patterns, *Research Criteria, *Research Methodology, Student Characteristics, Teacher Behavior, Time Factors (Learning)

Approaches to educational research are grouped into five major categories. The process-product approach correlates teacher behavior with student achievement. Aptitude-treatment-interaction researchers believe that their research will identify instructional methods that are particularly suitable for students with specific aptitudes. Researchers in the Carroll Model tradition consider the most important factor in explaining, predicting, and controlling student achievement is time for learning. The ethnographic approach has its roots in anthropology and was developed and used to study cultures, particularly cultures foreign to the researcher. Researchers favoring the cognitive information-processing approach have a great deal of interest in basic psychological processes thought to occur in a teacher's mind that organize and direct the teacher's behavior. (JD)

ED 180 973 SP 015 269

Dimmitt, Norma M. And Others

Internal Evaluation of the Northline-University of Washington Teacher Certification Consortium.

Washington Univ., Seattle. Coll. of Education.

Spons Agency-Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date-Jun 79

Note-120p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Administrative Organization, Certification, *Consortia, *Field Experience Programs, Interinstitutional Cooperation, Participant Satisfaction, *Performance Based Teacher Education, Professional Personnel, Program Development, *Program Evaluation, *Teacher Education

A report is given of an evaluation of a consortium comprised of two suburban school districts, their respective professional teacher associations, and the University of Washington College of Education. This teacher education program is performance-based and field-oriented. The program, its rationale and development, are described, and actively involved personnel are listed with roles and responsibilities identified. An analysis is presented of the characteristics of the program and the attitudes of participants toward them. The organization and management of the program are discussed. Certification requirements for students are included. (JD)

ED 180 974 SP 015 275

Cox, David H.

Gaining Community Acceptance of a Sex Education Program.

Pub Date-79
Note-72p.; Ed.D. Dissertation, Nova University
Pub Type- Dissertations/Theses (040) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Community Attitudes, Needs Assessment, *Program Development, Program Evaluation, *Program Planning, *School Community Relationship, Secondary Education, *Sex Education, *Student Attitudes, Values

A report is given of the work of a study committee selected to plan and implement a sex education program at the secondary level. The committee was comprised of students, parents, and teachers. After examining what other schools in the area had done to meet sex education needs, the committee wrote a statement of philosophy and purpose, reacted to a model for a sex education program, and served as a communication link with the community. A curriculum was written for a three-week course and was implemented in two high schools. An evaluation of the program is included in this report. Appended are assessment questionnaires, the curriculum, and a report prepared by the teacher of the program. (JD)

ED 180 975 SP 015 279

Guidelines for Secondary School Physical Education. A Position Paper. Revised.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Sport and Physical Education.

Pub Date-79

Note-16p.

Available from-National Association for Sport and Physical Education, 1201 16th Street, N.W., Washington, D.C. 20036 ($1.25; 10% discount 10 or more)

Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Athletics, Curriculum Planning, *Guidelines, *Physical Education, *Program Design, Program Evaluation, *Secondary Education

The Secondary School Physical Education Council of the National Association for Sport and Physical Education sets forth here recommendations for sound and comprehensive physical education programs in secondary schools. Role and function of the following components of a physical education program are considered: (1) the instructional program; (2) the intramural program; (3) the interscholastic program; (4) the teacher; (5) student health and safety; (6) scheduling, time allotment, and class size; (7) facilities, equipment, and supplies; (8) measurement and evaluation techniques; and (9) accreditation standards and procedures. (LH)

ED 180 976 SP 015 280

Implementation of Aerobic Programs.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).
Pub Date-79
Note-124p.; Papers presented at the National Conference on Aerobic Exercise: Scientific Basis and Implementation of Programs (Tulsa, OK, October 12-14, 1978)
Available from-American Alliance for Health, Physical Education, Recreation, and Dance, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($5.50)
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biomechanics, Business, Exercise (Physiology), *Health Education, Injuries, Jogging, *Physical Fitness, *Program Development, Public School Systems, Secondary Education, Sex Differences, *Teaching Methods, Testing
Identifiers-*Aerobic Exercise

This information is intended for health professionals interested in implementing aerobic exercise programs in public schools, institutions of higher learning, and business and industry workplaces. The papers are divided into three general sections. The introductory section presents a basis for adhering to a health fitness lifestyle, using arguments drawn from previous research. The second section establishes a scientific basis for the physiological benefits of a carefully designed aerobic exercise program, and the third portion presents methods of program implementation. Differences between male and female physiological response to aerobic conditioning are discussed. (LH)

ED 180 977 SP 015 293

Competency Goals and Performance Indicators K-12.
North Carolina State Dept. of Public Instruction, Raleigh.
Pub Date-79
Note-279p.

Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Academic Achievement, *Curriculum Design, *Educational Objectives, Elementary Secondary Education, *Instructional Programs, Performance Based Education, *Performance Criteria, State Standards, *Student Evaluation

This material is designed to implement instructional programs from kindergarten through the 12th grade. Competency goals and performance indicators are identified by grade level categories. Goals are defined as the ends toward which a student's learning is directed and performance indicators as reasonable measures of progress. Goals and performance indicators are listed for the following subjects: (1) cultural arts; (2) educational media; (3) healthful living; (4) languages; (5) mathematics; (6) reading; (7) science; (8) social studies; and (9) exceptional children. (JD)

ED 180 978 SP 015 299

Current Awareness in Health Education. Experimental Issue No. 1.
Center for Disease Control (DHEW/PHS), Atlanta, Ga.
Pub Date-Aug 79
Note-36p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Abstracts, Annotated Bibliographies, *Bibliographic Citations, Community Education, *Health Education, *Nutrition Instruction, Self Care Skills, Sex Education, Smoking

This annotated bibliography on health education contains citations of current journal articles, monographs, conference proceedings, reports, and nonpublished items. The following topics are covered: community health education; health education methodology; health education policy issues; health education training and development; health promotion/prevention; industrial health education; lifestyle; nutrition education; patient education; research and evaluation; school health education; self-care; sex education; and smoking education/smoking cessation. (JD)

Howey, Kenneth R. And Others

Improving Teacher Education.

Association of Teacher Educators, Washington, D.C.
Pub Date-78
Note-65p.
Available from-Association of Teacher Educators, 1701 K Street, N.W., Washington, D.C. 20006 ($4.00)
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Admission Criteria, Educational Demand, *Educational Responsibility, Educational Supply, Education Majors, Practicum Supervision, *Preservice Education, *Professional Personnel, Program Evaluation, *Program Improvement, Self Concept, Student Attitudes, Student Teaching, *Teacher Role, Teacher Supply and Demand

This study deals with the problems of teacher education programs and suggests some methods for improvement. The pressures and restrictions currently levied on the field of teacher education are discussed, and an examination is given of various education departments' admission policies and procedures. Profiles of education students and faculty members are constructed. Difficulties involved with the acquisition and supervision of clinical experience are considered. A plea is made for the innovation of teacher education programs; both structural solutions and short-term strategies for this are suggested. (LH)

ED 180 980 SP 015 308

Boud, D. J. Tyree, A. L.

Self and Peer Assessment in Professional Education: A Preliminary Study in Law. TERC Research and Development Paper No. 55.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Pub Date-Jun 79

Note-20p.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Classroom Participation, Correlation, Discussion (Teaching Technique), *Evaluation Criteria, Foreign Countries, Lawyers, *Legal Education, *Peer Evaluation, Professional Personnel, Research Methodology, Self Concept, *Self Evaluation, Student Attitudes

Identifiers-*Australia (New South Wales)

A study of the role of self, peer, and instructor assessment in the self-concept of undergraduate law students focuses specifically on the assessment of students' class participation. The procedure described can be used for the assessment of class participation in any subject. The criteria for assessment generated by students are given, a comparison between self, peer, and teacher marks is made, and the reactions of the students involved in the study are presented. A copy of the instrument used is appended. (LH)

ED 180 981 SP 015 310

Martin, William P.

An Annotated Bibliography on Human Relations and Humanistic Education. Bibliographies on Educational Topics No. 12.

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 80
Note-62p.

Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Annotated Bibliographies, Audiovisual Aids, *Humanism, *Humanistic Education, *Human Relations, *Instructional Materials, Instructional Media, *Resource Materials

Instructional and resource materials, including films and other audiovisual matter, dealing with human relations and humanistic education are briefly described. Sources for the acquisition of the described material are given, as well as prices for both purchase and rental. (LH)

ED 180 982 SP 015 326

Schwanke, Dean

Expanding the Classroom With Community Resource Speakers and Field Trips. Briefly on ... Community Resources.

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Note-5p.
Available from-ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, Suite 616, Washington, D.C. 20036 (Free)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Involvement, *Community Resources, Community Services, Cooperative Planning, Educational Resources, *Field Trips, *Program Administration, *Program Development, Public Opinion, *School Community Relationship
Identifiers-Information Analysis Products

An overview is presented of school programs that utilize the resources of the local community as an educational tool. Examples are presented of ways in which successful field trip programs have been organized and administered. Included in this report are citations of articles and documents available from the ERIC information system. (JD)

ED 180 983 SP 015 329

Public School Professional Personnel Report: New York State, 1978-79.
New York State Education Dept., Albany. Information Center on Education.
Pub Date-79
Note-38p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Characteristics, Degrees (Titles), Demography, *Elementary Secondary Education, *Public Schools, Salaries, *School Personnel, *Teacher Characteristics, Teaching Experience, Trend Analysis
Identifiers-*New York

The statistics in this report number of positions, salary, degree status, experience, age, sex, and certification status are detailed for all nonteaching and teaching professional positions within professional field and for public school teachers within geographic region in the state of New York for the years 1978-1979. (JD)

ED 180 984 SP 015 333

Tobacco Education Curriculum. Grade Two. Health Education: Substance Abuse Prevention.

New York State Education Dept., Albany. Bureau of Drug Education.

Pub Date-79
Note-99p.; For related documents, see SP 015 345 and SP 015 344
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Curriculum, Educational Resources, *Grade 2, Health Education, *Instructional Materials, *Learning Activities, Primary Education, Program Design, *Smoking, *Teaching Methods, Validated Programs

This tobacco education curriculum for second grade contains a sampling of teaching methods, concepts and objectives for the course, and instructional units. Each unit, designed to reinforce a major concept in regard to smoking, lists suggested learning activities as well as instructional materials to be used and resources available to the teacher. Fact sheets and work sheets are included in the booklet. (JD)

NYSUT Teacher Stress Survey. 1979. NYSUT United Teachers Information Bulletin.

New York State United Teachers.
Pub Date-Nov 79
Note-10p.
Available from-New York State United Teachers, Research and Educational Services, 80 Wolf Road, Albany, New York 12205 (Free)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Discipline Problems, Rural Schools, *Stress Variables, Suburban Schools, *Surveys, *Teacher Administrator Relationship, *Teachers, Urban Schools, *Work Environment
Identifiers-*New York

Results of a survey conducted among the membership of the New York State United Teachers identifies causes of stress among teachers. Discipline problems and working with incompetent or unsympathetic administrators are reported as the two salient stress-producing factors. Differences in level of stress are found between urban, suburban, and rural teachers, as well as between varying age groups of teachers. (LH)

ED 180 986 SP 015 344

Tobacco Education Curriculum. Junior High. Health Education: Substance Abuse Prevention.

New York State Education Dept., Albany. Bureau of Drug Education.
Pub Date-79
Note-87p.; For related documents, see SP 015 333 and SP 015 345
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Curriculum, Educational Resources, Habit Formation, Health Education, *Instructional Materials, Junior High Schools, *Learning Activities, Program Design, *Smoking, *Teaching Methods, Validated Programs

This tobacco education curriculum for junior high contains a sampling of teaching methods, concepts and objectives for the course, and instructional units. Each unit, designed to reinforce a major concept in regard to smoking, lists suggested learning activities as well as instructional materials to be used and resources available to the teacher. Fact sheets and work sheets are included in the booklet. (JD)

ED 180 987 SP 015 345

Tobacco Education Curriculum. Senior High. Health Education: Substance Abuse Prevention.

New York State Education Dept., Albany. Bureau of Drug Education.
Pub Date-79
Note-85p.; For related documents, see SP 015 344 and SP 015 333
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Curriculum, Educational Resources, Habit Formation, Health Education, *Instructional Materials, *Learning Activities, Program Design, *Secondary Education, *Smoking, *Teaching Methods, Validated Programs

This tobacco education curriculum for senior high contains a sampling of teaching methods, concepts and objectives for the course, and instructional units. Each unit, designed to reinforce a particular concept in regard to smoking, lists suggested learning activities as well as instructional materials to be used and resources available to the teacher. Fact sheets and work sheets are included in the booklet. (JD)

ED 180 988 SP 015 348

Morine-Dershimer, Greta

Teachers' Conceptions of Pupils An Outgrowth of Instructional Context: The South Bay Study, Part III. Research Series No. 59.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Contract-400-76-0073
Note-67p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI ($4.50)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Cognitive Processes, Decision Making, *Evaluation Methods, *Information Retrieval, Interaction Process Analysis, *Prediction, Student Characteristics, *Student Evaluation, *Teacher Attitudes, Teacher Behavior, Teaching Styles

This paper describes the data collection, data analysis, and findings that point to the importance of instructional context as a factor in understanding the concepts teachers use when they process information about pupils in their classrooms, and the predictions they make about pupil success in learning. Three aspects of context are examined: (1) level of immediacy (classroom, school, local community, and larger society); (2) rhythm of change (rapidly shifting factors, periodically shifting factors, and sustained factors); and (3) direction of impact (teacher attitude, teacher information processing, teacher behavior, teacher effectiveness, and teacher change). (JD)

ED 180 989 SP 015 353

Freeman, Donald And Others

Variations in Employment Opportunities Among Graduates of Different Student Teaching Programs.

Pub Date-Feb 80
Note-28p.; Paper prepared for the Forum of Field Directors Session at the Annual Meeting of the Association of Teacher Educators (Washington, D.C., February 1980)
Available from-For related document, see SP 013 787
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Field Experience Programs, Followup Studies, Occupational Mobility, *Program Design, *Program Evaluation, *Student Teaching, Teacher Education Curriculum, *Teacher Employment, Teaching Experience, Trend Analysis

This study was designed to provide descriptions of employment histories experienced by graduates of five different student teaching programs. These field programs were regular, cluster, overseas, elementary interns, and competency based. Differences between these programs are identified and analyzed. Subjects of the survey were graduates of Michigan State University. The survey sought to identify trends in employment opportunities and to determine the comparative impact of the selected student teaching programs on the subsequent employment histories of program graduates. Results of the survey are presented in both tabular and narrative form, and a discussion of the relative values of the programs and implications for future program development is included. (JD)

ED 180 990 SP 015 362

Human Services and Teacher Education. A Statement by the Commission on Programs and Projects.

American Association of Colleges for Teacher Education, Washington, D.C.
Pub Date-Apr 79
Note-13p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Choice, *Educational Objectives, *Human Services, *Program Development, Social Responsibility, *Teacher Education
Identifiers-Alternative Careers

A statement is made on the desirability of expanding teacher education programs to prepare professionals who can work in other than school positions. It is argued that the field of human services needs personnel with the kind of training colleges of education are equipped to provide. (JD)

ED 180 991 SP 015 381

Wasserman, Paul, Ed. Wasserman, Steven R., Ed.

Recreation and Outdoor Life Directory. First Edition.

Pub Date-79

Note-469p.

Available from-Gale Research Company, Book Tower, Detroit, MI 48226 ($58.00)

Pub Type- Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors-College Curriculum, Consultants, Federal Government, *Financial Support, *Information Sources, International Organizations, Leisure Time, Lifetime Sports, *National Organizations, Parks, *Recreation, *Recreational Facilities, State Government

More than 4,800 recreational organizations, agencies, associations, publications, institutions, governmental efforts, and other programs, services, and facilities are included in this directory on recreation and outdoor life. The basic slant is not on sports and games, but rather upon opportunities and features of the American scene dealing with parks, forests, and related leisure pursuits. Addresses and descriptive information are given for: national and international organizations and professional societies; agencies and units of the federal government; departments and branches of state governments; federal grants and domestic assistance programs; foundations and grant-awarding organizations; colleges and universities offering programs in recreation-related subjects; journals and periodicals; consulting firms; special libraries and information centers; and research centers. Additionally, information is given on federal and state recreational facilities. (PBS)

Schneider, Livingston S. Thier, Herbert D.
ASHA Survey of Health Curriculum Needs: Survey Results.
California Univ., Berkeley. Lawrence Hall of Science.
Pub Date-79
Note-29p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Development, Evaluation, *Health Education,
*Needs Assessment, *Surveys
Identifiers-*American School Health Association

The results of a survey conducted by the Ad hoc Committee to Study the Needs and Problems of the Classroom Teacher in Curriculum Development are reported. Questionnaires were sent to members of the American School Health Association (ASHA). The survey was composed of four sections: (1) background information on demographic data, institutional affiliation, primary responsibility, and geographic location; (2) information describing the health program currently in use and recommendations of materials and strategies needed to be improved or added to the program; (3) rating of the types of curriculum most needed for selected health education topics; (4) a rating of the importance of selected health education topics. An analysis of the results of this survey is presented, and the instrument used is appended. (JD)

ED 180 993 SP 015 384

Sander, Erika

Evaluation of Sex Integrated Physical Education Classes.

Pub Date-3 Dec 79
Note-7p.
Pub Type- Information Analyses (070) - Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Coeducation, Evaluation Criteria, *Evaluation Methods, Grades (Scholastic), *Grading, *Physical Education, Secondary Education, *Sex Fairness, *Student Evaluation
Identifiers-Title IX Education Amendments of 1972

Implementation of Title IX and resultant sex equity laws in secondary physical education programs occasions a need to develop new methods of evaluating and grading students enrolled in coeducational physical education classes. This document discusses problems that may occur as a result of sex equity modifications from the point of view of the instructor who must grade a large and heterogeneous group of students in a fair and yet accurate manner. Several formats for student evaluation systems are presented. Discussion of the intent of sex equity rulings rather than the letter of such legislation is included. (LH)

Morris, Lee And Others
Adapting Educational Research: Staff Development Approaches.
Oklahoma Univ., Norman.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-79
Grant-300-78-0466
Note-244p.; Prepared by the Teacher Corps Research Adaptation Center
Available from-Teacher Corps Research Adaptation Cluster, Univ. of Oklahoma, 555 Constitution, SC-4, Norman, OK 73037 ($2.25)
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Delivery Systems, Educational Research, Information Dissemination, *Inservice Teacher Education, Instructional Materials, Program Evaluation, Program Validation, *Research Utilization, *Staff Improvement, *Technology Transfer, Use Studies

In this book a collection of articles report the results of several projects designed to adapt research findings into classroom practice through inservice education. In the first of four sections an introductory article discusses the concept of research adaptation as a tool for staff improvement. The second section is devoted to articles on using inservice education to promote the utilization of research in the schools. Section three contains examples of the use of innovations in the elementary classroom. An article on delivery systems in staff development programs comprises the fourth section. A final coda presents a summary of the topic and conclusions. (JD)

Denemark, George Nutter, Norma
The Case for Extended Programs of Initial Teacher Preparation.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 80
Note-48p.
Pub Type- Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Beginning Teachers, *Curriculum Design, *Field Experience Programs, *Internship Programs, Preservice Education, Professional Development, *Program Development, *Teacher Education, Teacher Qualifications
Identifiers-Information Analysis Products

A recommendation is made for a six-year program of initial teacher preparation five years of campus-based, but field-oriented, preparation followed by a sixth year of supervised internship with provision for follow-up of beginning teachers in their first year of regular employment. The following aspects of this topic are discussed: (1) needs and present program inadequacies; (2) the knowledge base supporting extended programs; (3) curricular components of initial teacher preparation programs; and (4) issues relating to extending initial teacher preparation. (JD)

ED 180 996 SP 015 397

Yarger, Sam J. Mertens, Sally K.
A Content Analysis of the First Teacher Centers Program Proposals.

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 80
Note-101p.
Pub Type- Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Content Analysis, Federal Aid, *Program Content, Program Evaluation, Program Planning, *Program Proposals, *Project Applications, *Teacher Centers
Identifiers-Information Analysis Products

Five hundred program proposals to the new federal Teacher Centers Program were analyzed with the aim of determining how educational leaders, especially teachers, see the potential for teacher center development. The rationale and process for content analysis is discussed. Descriptions of teacher center proposals are presented and comparison is made of the top-ranked and bottom-ranked proposals. A typical proposed teacher center is described. Appended are a proposal description form, data tables for 407 teacher center proposals, histograms of budget distributions, and a summary of comparisons of top-ranked and bottom-ranked proposals. (JD)

ED 180 997 SP 015 398

Seefeldt, Vern Gould, Daniel

Physical and Psychological Effects of Athletic Competition on Children and Youth.

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 80
Note-41p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Anxiety, *Athletics, Child Development, *Children, Child Welfare, Competition, *Emotional Development, Maturation, Physical Characteristics, *Physical Development, *Psychological Patterns, Socialization, Stress Variables, *Youth
Identifiers-Information Analysis Products

Research examining the effects of sports participation on children and youth is reviewed from the perspective of psychological and physical development. Statistical information regarding the participation rate in different kinds of youth sports is given. The effects of prolonged athletic activity on bone, muscle, and adipose tissue growth is considered, as well as the general effect of sports on overall growth. Injuries due to repeated stress and physical (muscular) trauma, and biological maturation are also considered. The psychological effects are examined through a discussion of the meaning of competition and of the socializing effects sports organizations exert on participants. The monograph terminates with a discussion of unresolved problems in youth sports competition, including the exclusion and retention of athletes, possible alternatives to highly competitive athletic programs, and the need for qualified and sensitive adult leaders in the field of youth sports. (LH)

ED 180 998 SP 015 410

Holbrook, Leona

Current Status of Physical Education, Sport and Active Recreation. Documentary Statement.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).; International Council on Health, Physical Education, and Recreation, Washington, D.C.

Pub Date-77

Note-90p.

Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adapted Physical Education, *Athletics, Educational Research, Lifetime Sports, *Physical Education, Program Evaluation, *Recreation, School Personnel, *Teacher Education

Identifiers-United States

This documentary statement was prepared in response to those members participating in the 18th International Congress of the International Council for Health, Physical Education, and Recreation, who recommended in August 1975 that member countries prepare a statement on current status of health, physical education and recreation. Attention is given in this document to physical education, sport, and active recreation in and out of school in the United States, particularly for school age youth. (Author/JD)

ED 180 999 SP 015 413

Nicklas, Willis L. And Others

Research on Teacher Education: A Study of the 1975 Teacher Education Graduates of North Texas State University.

Pub Date-75
Note-82p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Career Change, *Followup Studies, *Graduate Surveys, Job Market, *Job Satisfaction, Needs Assessment, *Program Evaluation, *Teacher Attitudes, *Teacher Education, Teacher Salaries, Teacher Supply and Demand
Identifiers-*North Texas State University

This survey of 1975 teacher college graduates from North Texas State University was conducted to determine: (1) to what extent teacher education graduates were accomplishing the personal and professional activities for which they were prepared; (2) the effectiveness of various aspects of their teacher education program; (3) the strengths and weaknesses of the teacher education program as perceived by its graduates; and (4) to make suggestions for program improvement based on the results of responses made by the graduates. (JD)

ED 181 000 SP 015 414

Smith, Howard A.

Nonverbal Behavior and Student Achievement in the Elementary Classroom.

Spons Agency-Queen's Univ., Kingston (Ontario).

Pub Date-Jun 79

Note-40p.; Paper presented at the Meeting of the Canadian Society for the Study of Education (Saskatoon, Saskatchewan, June 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Behavior Patterns, *Classroom Communication, *Elementary Education, Foreign Countries, *Nonverbal Communication, *Student Behavior, *Teacher Behavior, Teacher Influence

Identifiers-Canada

An investigation of the principal nonverbal factors elicited by four major correlational studies that examined the relationship between process and product variables in American elementary school classrooms yields several discernible trends, but for the most part contributes mainly to establishing a set of recommendations to guide future research in the field. Use of classroom space, student movement about the classroom, and assorted proxemic and kinesic teacher behaviors are the foci of the study. A bibliography is appended. (LH)

Van Huss, Wayne D. Heusner, William W.

Space Flight Research Relevant to Health, Physical Education, and Recreation, With Particular Reference to Skylab's Life Science Experiments.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).; National Aeronautics and Space Administration, Washington, D.C.
Pub Date-Jun 79
Note-57p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 033-000-00778-7, $2.50)
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aerospace Technology, Heart Rate, *Human Body, Human Posture, Muscular Strength, Physical Activity Level, *Physical Environment, *Physical Fitness, *Scientific Research, *Space Sciences
Identifiers-Astronauts, *Skylab, *Space Biology, Weightlessness

An overview of the National Aeronautics and Space Administration (NASA) studies dealing with the effect of extended space flight on the human body is presented. The results of experiments investigating weight loss, posture change, sleep habits, limb size, and motor skills are some of the topics discussed. Bibliographies, source lists, charts, and tables are given to supplement the text. A glossary of terms is included. (LH)

ED 181 002 SP 015 430

Harty, Harold Smith, Bonnie

Influence of Preservice Teachers on the Self-Concept of School Aged Youngsters in Minority Community Agencies.

Pub Date-77

Note-12p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Behavior, Behavior Patterns, *Change Agents, *Disadvantaged Youth, Elementary Education, Humanistic Education, Interpersonal Competence, *Minority Groups, Preservice Education, *Self Concept, Social Status, Student Teacher Relationship, *Teacher Influence, Urban Education

Differences in the self-concept of school-aged youngsters before and after interacting with preservice teachers in multicultural community-based situations and changes in their self-concept as a result of the structured teaching of self-concept activities were investigated. Tests revealed that the children possessed a more positive self-concept after interacting with and being taught by the prospective teachers. Positive shifts were observed on the factors of behavior,'' intellectual and school status,'' appearance and attributes,'' anxiety,'' popularity,'' and happiness and satisfaction.'' (Author/JD)

ED 181 003 SP 015 431

Harty, Harold Smith, Bonnie
Prospective Teachers' Acceptance of Others During Placements in Multi-Ethnic Community Centers.
Pub Date-77
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Relations, *Cultural Environment, Experiential Learning, *Field Experience Programs, Interaction, Interpersonal Competence, *Minority Groups, *Neighborhood Centers, Personal Values, *Preservice Education, *Teacher Alienation, Teacher Workshops

Research was done to determine the degree of acceptance of others exhibited by two groups of randomly selected preservice teachers in order to determine whether special workshop and field experience training modified their attitudes towards others' patterns of behavior and beliefs. The study was set within the context of a muti-ethnic neighborhood community center. Findings reveal that although preservice teachers become more tolerant towards varying social and personal value systems after the specialized workshop sessions, they become less accepting of others as a result of interaction with children and adults in a community-based multicultural setting. (Author/LH)

ED 181 004 SP 015 436

Educational Programs That Work. Sixth Edition, Fall 1979.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0415
Note-301p.
Available from-Order Department, Far West Lab for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($5.50)
Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Adult Education, Communication Skills, *Demonstration Programs, Educational Administration, Educational Alternatives, *Educational Programs, Environmental Education, Health Education, Humanistic Education, Migrant Children, Multicultural Education, Parent Role, *Program Descriptions, *Program Effectiveness, Special Education, Teacher Education, Validated Programs, Vocational Education
Identifiers-National Diffusion Network Programs

Intended to stimulate communication among the federal, state, intermediate, local, and postsecondary agencies that share responsibility for the improvement of education, this Department of Education catalog of exemplary educational programs describes all the projects dealt with in previous editions as well as providing information on more than 30 new programs approved by the Joint Dissemination Review Panel. Many specialties in the general field of education are considered. The type of funding projects received and names and addresses of state coordinators who can provide assistance are listed. Programs described are under the auspices of the National Diffusion Network. Name of project, descriptive indexing, target audience, project description, evidence of effectiveness, implementation requirements, financial requirements, services available, and contact persons are listed for all entries. (LH)

ED 181 005 SP 015 437

Brookover, Wilbur B. Lezotte, Lawrence W.

Changes in School Characteristics Coincident With Changes in Student Achievement. Occasional Paper No. 17.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 79

Contract-400-76-0073

Note-112p.

Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing MI 48824 ($5.00)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Academic Achievement, *Administrator Attitudes, Elementary Education, *Expectation, *Institutional Characteristics, *Performance Factors, Predictive Validity, School Environment, Student Teacher Relationship, *Teacher Attitudes, Teacher Influence

This is an in-depth analysis of eight elementary schools, six of which were characterized by improving student achievement and two of which were declining in student achievement. Data were collected through questionnaires and personal interviews. Ten major findings and 10 recommendations for improvement of student achievement are discussed, along with a detailed presentation of relevant data. The most pervasive finding concerned teachers' and principals' attitudes toward student achievement. The staff in the declining schools had low opinions of their students' abilities, while the staff in the improving schools had high opinions of student ability. (Authors)

ED 181 006 SP 015 438

Porter, Andrew C. And Others

Teacher Autonomy and the Control of Content Taught. Research Series No. 24.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Contract-400-76-0073
Note-33p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48825 ($3.75)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Content Analysis, *Course Content, Elementary Education, *Instructional Materials, Mathematics, Research Methodology, Teacher Influence, *Teacher Role, Testing, *Textbook Content

Research identifying potential influences on teachers' decisions about the content of instruction is described. Selected findings are presented in order to show the value of three approaches to analyzing content variation and its determinants in elementary school mathematics: (1) content analysis of the mathematics presented or advocated by instructional materials, teachers, and other persons; (2) teacher perceptions of how they would choose content in hypothetical situations; and (3) documentation of the mathematical content covered in selected classrooms, together with analysis of the pressures and incentives impinging on these classrooms. (Authors/JD)

ED 181 007 SP 015 439

Ignatovich, Frederick R. And Others

Value/Belief Patterns of Teachers and Those Administrators Engaged in Attempts to Influence Teaching. Research Series No. 43.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 79
Contract-400-76-0073
Note-41p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Attitudes, Administrator Role, *Affective Behavior, Beliefs, Conflict, *Educational Philosophy, Elementary Education, Humanistic Education, *Personal Values, Principals, *Teacher Administrator Relationship, *Teacher Attitudes

An investigation utilizing Q-methodology identifies and analyzes beliefs about teaching, learning, and classroom organization of classroom teachers, elementary school principals, and administrators who attempt to influence classroom procedure through the implementation of rational management models. The findings suggest that points of conflict between these groups issue from deeply rooted attitudes concerning the nature of managing children in an educational context, a variable dependent on an individual's relative proximity to the actual classroom situation. (LH)

Shultz, Jeffrey Florio, Susan

Stop and Freeze: The Negotiation of Social and Physical Space in a Kindergarten/First-Grade Classroom. Occasional Paper No. 26

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Contract-400-76-0073
Note-41p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Patterns, Grade 1, *Interaction Process Analysis, Interpersonal Competence, *Kindergarten Children, Primary Education, *School Role, Skill Development, *Socialization, Social Values, *Teacher Role

Microethnographic techniques are used to study and describe the salient aspects of the social competence acquired by children in a kindergarten or first-grade classroom. The role of the school and the teacher in the socialization process is examined through investigation of both verbal and nonverbal communication and interaction patterns. (LH)

ED 181 009 SP 015 462

Zucker, Martine Snoddy, James E.

Needs, Attitudes and Behaviors of Teachers Relative to Stress Situations of Children.

Michigan State Univ., East Lansing. Coll. of Education.
Spons Agency-Operation CORK, San Diego, Calif.
Pub Date-Dec 79
Note-18p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Coping, Family Problems, *Helping Relationship, *Problem Solving, *Stress Variables, *Student Problems, Teacher Attitudes, Teacher Behavior, *Teacher Response

Elementary school teachers and teachers in training responded to a questionnaire related to their experiences with stress situations in the lives of their students. The responses reflected the teachers' awareness of stress in the children's lives, what resources in the school-family system addressed these areas, their own preparation for intervention, and an assessment of their receptivity to a curriculum designed to teach children stress-coping skills. Results indicated that teachers are aware of stress situations in the lives of their students but the educational system has done little to train them in methods of beneficial intervention. Some reluctance was voiced on venturing into stress areas as classroom topics. (JD)

Standards for the Approval of Teacher Education Programs in West Virginia. Supplement: Educational Personnel Preparation Programs.

West Virginia State Dept. of Education, Charleston.
Pub Date-Jan 79
Note-116p.; For related document, see SP 014 541
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Administrative Personnel, *Certification, Educational Objectives, Program Development, *Program Evaluation, *Program Validation, School Personnel, Schools of Education, *Specialists, *State Standards
Identifiers-*West Virginia

The focus of this supplement is the preparation of specialized educational personnel in the following areas educational audiologist, principal, reading specialist, school business official, school counselor, school psychologist, speech language pathologist, superintendent, and supervisor of instruction. Program objectives are outlined and are designed to serve as the basis of on-site evaluations during the program approval process. (JD)

ED 181 011 SP 015 470

DeGuire, Daniel J.
Tutoring Some Basic Questions.
Pub Date-Oct 79
Note-31p.
Available from-D. J. DeGuire, College of Education, Texas Tech University, Lubbock, Texas 79409
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Communication Skills, *Field Experience Programs, Interaction, Interpersonal Competence, Questioning Techniques, Self Concept, Student Motivation, *Student Teaching, Study Skills, Teacher Attitudes, *Teaching Methods, *Tutoring

Philosophy, technique, and issues of tutoring are presented to aid student teachers in sharpening tutoring, teaching, and communication skills. The establishment of a positive student self-concept and the prospective tutor's development of effective questioning techniques are two of the topics treated. A guide for volunteer tutors is appended. (LH)

Erickson, Frederick

Patterns of Sophistication and Naivety: Some Features of Anthropological Approaches to the Study of Education. Occasional Paper No. 22.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-76-0073
Note-32p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.60)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cross Cultural Studies, *Educational Anthropology, *Educational Research, Human Geography, *Research Methodology, *Research Needs, Research Problems

The limits and boundaries of anthropology are briefly discussed, along with a general description of lay attitudes towards the field. A research case is given to illustrate the way in which anthropological study methods can contribute to educational research. Noted among these contributions is an informed distrust that anthropologists exhibit towards statements concerning ''universal'' human traits and a professional suspicion about educators' preoccupation with ''intrinsic'' merits of standard educational operating procedures and policies. (Author/LH)

ED 181 013 SP 015 474

Brophy, Jere E.
Teacher Praise: A Functional Analysis. Occasional Paper No. 28.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 79
Contract-400-76-0073
Note-49p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.50)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Interaction Process Analysis, *Motivation Techniques, Positive Reinforcement, Reactive Behavior, Stimulus Behavior, *Student Reaction, Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, *Teacher Response

Classroom process data indicate that teacher praise cannot be equated with reinforcement. Often it is not even intended as reinforcement, and when it is, it frequently has some other function. The meanings and functions of behaviors typically included under the category of teacher praise are determined by the degree of congruence between verbal and nonverbal components and by the context in which the interaction occurs. Much teacher praise is determined more by teachers' perceptions of student needs than by the quality of student conduct or performance. (Author)

ED 181 014 SP 015 477

Brophy, Jere E.

Teacher Behavior and Its Effects. Occasional Paper No. 25.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Contract-400-76-0073
Note-51p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48825 ($3.75)
Pub Type- Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Achievement, Action Research, Classroom Observation Techniques, Elementary Education, *Evaluation Methods, *Research Design, *Research Methodology, *Teacher Behavior

Research on linkages between teacher behavior and student learning is examined. Present and possible future process-outcome research is assessed with an emphasis on methodological considerations. Compilation of detailed normative data about classrooms, including explication and integration of process-process as well as process-outcome relationships, is argued for. It is suggested that large field studies addressed to classroom instruction "in general" will give way to studies designed with particular contexts in mind, using measures of both processes and outcomes (especially short-term outcomes) appropriate to these contexts. (Author/JD)

ED 181 015 SP 015 479

Alternative Images of the Future: Scenarios for Education and the Preparation of Teachers. Conference Proceedings.

University of Northern Iowa, Cedar Falls. Coll. of Education.

Pub Date-79

Note-73p.; Papers presented at the Conference on Alternative Images of the Future (University of Northern Iowa, IA, Fall 1979)

Available from-University of Northern Iowa, Dept. of Educational Psychology and Foundations, Cedar Falls, Iowa 50613 ($2.00)

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Change Agents, *College Role, Educational Change, *Futures (of Society), Institutional Characteristics, Needs Assessment, Prediction, Professional Development, Program Evaluation, Schools of Education, *Social Factors, *Teacher Education, Teacher Improvement

Papers on the following topics are presented: (1) the future of teacher education; (2) organizing for change: lessons from experience; (3) rethinking the role and function of the school of education; (4) options for teacher education; and (5) teacher education: 1984 and 2001. (JD)

ED 181 016 SP 015 486

Eder, Donna

Ability Grouping and Students' Self-Esteem.

Wisconsin Univ., Madison. Dept. of Sociology.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Aug 79
Note-22p.; Paper presented at the American Sociological Association Meetings (August 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Ability Grouping, Academic Achievement, Elementary School Students, *Group Dynamics, Grouping (Instructional Purposes), *Peer Evaluation, *Self Esteem, Self Evaluation, Social Attitudes, *Student Attitudes, Student Characteristics, Teacher Attitudes

Past research on the effects of ability grouping on students' self-esteem have produced mixed results. This may be due to the fact that at least three distinct processes are involved: across-group comparisons, within-group comparisons, and the perceived evaluations of teachers. The extent to which the group structure is visible is likely to determine, in part, the relative impact of these processes. Data from a first-grade classroom, based mainly on interviews with students, indicates that when awareness of group differences in ability is low, within-group comparisons and teacher evaluations have more effect on students' academic self-esteem than do across-group comparisons. The implications of these results for future research in this area are discussed. (Author)

ED 181 017 SP 015 490

Borland, Glenn F.

LaFollette High School Student Vandalism Committee.

Pub Date- 78
Note-25p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Change, Cost Effectiveness, *Discipline Policy, High School Students, Junior High School Students, *Peer Influence, Program Development, *Public Schools, *School Vandalism, Social Values, *Student Attitudes, Student Behavior

The development of an anti-vandalism program based on the principle of an informed student population is described. Volunteer high school and junior high school students operate an educational program for children in the lower grades, using devices such as T-shirts, bumperstickers, lecture presentations and television vignettes. A reward system for information leading to the identification of vandals adds significantly to the effectiveness of the overall program. (LH)

ED 181 018 SP 015 493

Bunker, Linda K.
Smile Parents, Your Child's Watching You.
Pub Date-Feb 79
Note-22p.; Paper presented at the National Youth Sport Conference (Washington, D.C., February 1-3, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Athletics, Child Development, Modeling (Psychological), *Motivation Techniques, *Parent Influence, Parent Role, *Participation, Peer Influence, *Reinforcement, Self Concept, Sportsmanship, *Youth

The influence exerted by parents on the psychological development of children in youth sports programs is examined, and the risks and benefits attendent on youth participation in sports is discussed. Parents are considered as role models for their children, and the attitudes and self-concepts a young child acquires through his or her early athletic experiences is established as the perspective most likely to remain dominant throughout the child's lifetime. Parents are counseled to be sensitive to the social as well as the athletic aspects of children's athletics, and to concentrate on establishing positive reinforcement patterns. (LH)

ED 181 019 SP 015 501

Pipes, Lana

On Retirement Planning. A Resource Book for Teacher Retirement. Special Current Issues Publication No. 11.

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 80
Note-55p.
Pub Type- Reference Materials - Bibliographies (131) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Attitudes, Budgeting, *Emotional Adjustment, Health, Leisure Time, Mental Health, Older Adults, Part Time Jobs, *Planning, *Self Actualization, Stress Variables, *Teacher Retirement
Identifiers-Information Analysis Products

This publication is intended to point teachers at resources that can help them get ready well in advance for retirement. Each section is weighted heavily toward gathering a compendium of useful references for additional reading. After a look in Section 1 at the issues provoked by the graying of America, Section 2 places the teacher in that perspective, with emphasis on how the taecher's situation and outlook may differ from those of the greater population. Section 3-6 examine the four most critical influences on the quality of life after retirement financial security, physical and mental health, work, and leisure activities. (Author/JD)

ED 181 020 SP 015 525

Duke, Daniel L.
The Instructional Leadership Program at Stanford.
Pub Date-79
Note-7p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Class Management, *Curriculum Development, Degrees (Titles), *Educational Psychology, Elementary Secondary Education, Inservice Teacher Education, *Leadership Training, *Multicultural Education
Identifiers-Stanford University CA

A description is given of a program designed to provide teachers with leadership skills that will enable them to assume leadership roles within their schools. This is a sixth-year program (post-masters) and results in an Educational Specialist Degree upon completion of 45 units and a leadership project. Five specific areas of instructional leadership are offered alternatives in education, classroom management, curriculum improvement, multicultural/bilingual education, and adolescent development. (JD)

ED 181 021 SP 015 542

Taylor, Beverly L.

The Inside'' Outsiders: A Study of Three Consortium Linking Agents. Consortium Report Series.

Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-76-0090

Note-169p.; For related document, see SP 015 545

Available from-The Network, Inc., 290 S. Main Street, Andover, MA 01810 ($10.00)

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Case Studies, Change Agents, Consortia, *Coordinators, *Educational Coordination, Interagency Cooperation, *Needs Assessment, Networks, *Research Utilization

Identifiers-*Linking Agents

A case study of three linking agents in the National Institute of Education's Research and Development Program is presented. The study was based on interviews and project documentation. The Consortium Project employed six staff members known as linking agents. Each agent worked with five schools over a three-year period, helping them to select and implement new programs in response to identified needs for improvement. This case study, focused on three of the project's linkers, analyzes their prior experiences, documents their work on the projects, and attempts to explain how they became important partners in the school improvement efforts of 12 schools. (Author/JD)

ED 181 022 SP 015 553

Gagne, Robert M. And Others

Selecting R&D Products to Meet School Needs.

Florida State Dept. of Education, Tallahassee.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date-Nov 77

Contract-400-76-0089

Note-21p.

Available from-Office of Dissemination/Diffusion, Florida Department of Education, Knott Building, Tallahassee, Florida 32304 (Free)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Check Lists, *Educational Needs, Educational Research, Elementary Schools, *Evaluation Methods, Instructional Materials, Learning Activities, *Needs Assessment, Research Utilization, Teaching Methods

Identifiers-Linking Agents, *Research and Development Products, *Research and Development Utilization Program

Intended to aid teachers in making systematic decisions regarding the use of research and development products, a check list has been constructed that compares products in terms of their predicted effects on school and classroom practices. A copy of the check list is included in the report. (LH)

Gage, N. L. Coladarci, Theodore

Replication of an Experiment with a Research-Based Inservice Teacher Education Program. Final Report.

Stanford Univ., Calif. School of Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 80
Grant-NIE-G-79-0014
Note-319p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Academic Achievement, Class Management, *Correspondence Study, Effective Teaching, Elementary Education, Feedback, *Inservice Teacher Education, Intervention, Questioning Techniques, *Teacher Behavior, Teacher Education, *Teaching Methods, *Training Techniques

Research is reported on inservice teacher training through minimal intervention i.e., one in which recommended teaching practices are communicated to teachers by mail, along with rationales, examples, and self-administered and self-scored quizzes. Training materials were mailed to the experimental-group over a five-week period, two two-hour classroom observations were made, pupil and teacher questionnaires were administered, and pupil-achievement data were collected. Comparison of the training group and an untrained group indicated the teacher behaviors did not differ significantly and pupil achievement did not differ significantly. Teacher conformity to recommendations correlated positively and substantially with class achievement. (JD)

ED 181 024 SP 015 597

Boardman, Sharon G., Ed.

Inservice Programs for Helping Regular Classroom Teachers Implement Public Law 94-142.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 80

Note-64p.

Pub Type- Information Analyses (070) - Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Handicapped Students, *Inservice Teacher Education, *Mainstreaming, *Special Education

Identifiers-*Classroom Management, Education for All Handicapped Children Act, Information Analysis Products

Presented is a collection of essays reporting on a number of different inservice programs designed to prepare teachers to deal with the requirements of Public Law 94-142, which requires equal education for handicapped students via a mainstreaming approach. Included in each article are names and addresses of contact persons for further information. (LH)

ED 181 025 SP 015 599

A Selected Annotated Bibliography on PL 94-142: Practical Programs for the Classroom. Bibliographies on Educational Topics No. 13.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 80

Note-75p.

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Mainstreaming, *Program Development, *Program Planning, *Special Education

Identifiers-Information Analysis Products

Literature concerned with the implementation of programs designed to mainstream handicapped children into regular classroom activities, as mandated by Public Law 94-142, is presented in the form of an annotated bibliography. (LH)

ED 181 026 TM 009 462

Wild, Cheryl L.
Summary of Research on Restructuring the Graduate Record Examinations Aptitude Test.
Educational Testing Service, Princeton, N.J.
Pub Date-Feb 79
Note-14p.
Available from-Graduate Record Examinations, Educational Testing Service, Princeton, NJ 08541 (free while supplies last)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Abstract Reasoning, *Aptitude Tests, *College Entrance Examinations, College Mathematics, Comparative Testing, *Critical Thinking, Graduate Study, Higher Education, Technical Reports, *Test Construction, Thought Processes, Verbal Tests
Identifiers-*Graduate Record Examinations, Quantitative Tests, Test Equivalence, *Test Format, Test Length

Three sections of the Graduate Record Examinations (GRE) Aptitude Test were reviewed before the introduction of the restructured test in October, 1977: research on (1) the GRE-Verbal section; (2) the GRE-Quantitative section; and (3) a planned third section, measuring analytical thinking skills. Research in all three areas focused on test reliability, validity, difficulty, speededness, and equivalence of restructured and former test sections. The restructured verbal measure was shortened from 75 to 50 minutes, and included a long as well as a short reading comprehension passage. Research on the quantitative ability test involved combinations of three item types: regular mathematics, quantitative comparison, and data interpretation. The restructured test was reduced from 75 to 50 minutes, and contained about thirty quantitative comparison items in place of regular mathematics and data interpretation items. Seven new item types were evaluated for inclusion in the abstract/analytical reasoning test, based upon their difficulty, reliability, speededness, validity, appropriateness for all college majors, efficiency, and independence from the other two tests. Three of the seven item types were accepted for use in the new GRE: analytical reasoning, logical diagrams, and analysis of explanations. (GDC)

ED 181 027 TM 009 784

Haney, Walt Strenio, Andrew

Summary of the Spring 1979 Conference of the National Consortium on Testing, (April 30-May 1, 1979).

Huron Inst., Cambridge, Mass.

Pub Date-1 Jun 79

Note-83p.; Three appendices were removed before filming

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Conference Reports, Confidentiality, Educational Assessment, Information Needs, Item Banks, *Minimum Competency Testing, Occupational Tests, Parent Role, Program Evaluation, Standardized Tests, State Programs, *Student Testing, Test Construction, *Testing Problems, Testing Programs

Identifiers-*National Consortium on Testing, *Test Coaching, Test Security

A summary, prepared from notes and tape recordings, is presented of the 1979 conference of the National Consortium on Testing. Panel descussions on the following topics are included: (1) introduction; (2) update recent and upcoming events concerning testing; (3) test preparation and coaching; (4) minimum competency testing; (5) program evaluation and testing; (6) viewing and discussion of public education films on testing; (7) topical sessions, including information on testing for parents and the public, testing and program evaluation, and minimum competency testing; (8) open versus secure testing; (9) publicly available test item banks; and (10) open competence testing. Two articles, A Study of Minimum Competency Testing Programs, and Why Should Some Tests be Secure,'' are appended. (MH)

ED 181 028 TM 009 864

Koffler, Stephen L.

A Comparison of Approaches for Setting Proficiency Standards.

Pub Date- 79
Note-34p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Standards, *Comparative Statistics, *Cutting Scores, Decision Making, Elementary Secondary Education, *Mastery Tests, *Minimum Competency Testing, Multiple Choice Tests, State Programs, Statistical Analysis, Technical Reports, Testing Programs, Test Interpretation
Identifiers-*Contrasting Groups Method, *Nedelsky Method, New Jersey

This research compared the cut-off scores estimated from an empirical procedure (Contrasting group method) to those determined from a more theoretical process (Nedelsky method). A methodological and statistical framework was also provided for analysis of the data to obtain the most appropriate standard using the empirical procedure. Data were provided from New Jersey's Minimum Basic Skills tests in reading and mathematics, administered in grades 3, 6, 9, and 11. (Tables show the degree of consistency between the proficiency standards estimated using the two procedures. Further, a modification of the linear discriminant function and the quadratic discriminant function, developed by Conover and Iman, is proposed as an appropriate method of analysis for the contrasting groups procedure). (Author/GDC)

ED 181 029 TM 009 869

Gardner, Eric F.
Bias.
National Council on Measurement in Education, East Lansing, Mich.
Pub Date-78
Note-6p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March, 1978)
Journal Cit-NCME Measurement in Education; v9 n3 p 1-5 Sum 1978
Pub Type- Reports - Research (143) - Journal Articles (080) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests, *Bias, *Competitive Selection, Emotional Response, Personnel Selection, *Predictive Measurement, Selective Admission, Social Values, Standard Error of Measurement, *Statistical Analysis, Statistical Bias, Technical Reports, *Test Bias, Testing Problems

It is suggested that bias when associated with a predictor, a test, or a statistical estimator is not always bad, in spite of the immediate negative response evoked by the word, bias. Four settings are described to illustrate situations in which a procedure should not be summarily rejected due to bias: (1) educational researchers rejected the use of critical ratios for hypothesis testing, in favor of the t-test, to avoid bias which was negligible for most sample sizes; (2) ridge regression, which uses biased estimators, provides better prediction with smaller errors than do the less biased least squares estimators; (3) a utility model is proposed for competitive selection problems because it requires an explicit public statement of utilities (biases) for each subpopulation; and (4) low scores on an achievement test by a particular group do not necessarily prove that the test is biased against that group, when the test has appropriate content validity. It is concluded that bias should be recognized and explicitly considered when choosing the best solution from different alternatives, rather than pretending bias doesn't exist, fearing bias irrationally, or introducing other unknown biases in opposition. (GDC)

ED 181 030 TM 009 876

Thornton, Philip F.

Linker Training Workshops. Final Report.

Appalachia Educational Lab., Charleston, W. Va.; West Virginia State Dept. of Education, Charleston.

Pub Date-Apr 78

Note-44p.

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Change Agents, Elementary Secondary Education, *Information Dissemination, *Participant Satisfaction, *Program Evaluation, Questionnaires, *Research and Development Centers, State Programs, Statewide Planning, *Training Techniques, *Workshops

Identifiers-*Linkage Agents, West Virginia

This report summarizes the efforts made to provide linker training to educational personnel at the local and regional levels in West Virginia. The workshop evaluation follows a review of: (1) the rationale for the National Institute of Education's funding of regionally located Research and Development Exchanges; (2) the workshop planning procedure which included a survey of participant-felt needs, objectives, and activities; and (3) the actual implementation process. The evaluation instrument a forced-choiced type which asked for the participants' perceptions of the practical applications, resources and activities, and purposes and workshop handouts are included. The results indicate that attendees felt the workshop was successful, although it might have covered a longer period of time. (Author/GDC)

ED 181 031 TM 009 877

Hawley, Steven C. And Others

An Observation and Study of Learner and Curricular Events at an Elementary and Middle School.

Pub Date- 79

Note-20p.; Appendices marginally legible

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, *Classification, *Classroom Observation Techniques, Curriculum Evaluation, Elementary Education, *Elementary School Curriculum, *Grouping (Instructional Purposes), *Instructional Materials, Instructional Media, *Student Motivation, Student Participation, Teacher Participation, Technical Reports

Identifiers-*Annehurst Curriculum Classification System, Greenhills Forest Park City School District OH

To prepare for implementing competency based education, a system to categorize diagnostic and prescriptive materials was needed. The Annehurst Curriculum Classification System (ACCS), which provides access to curriculum resources for students and teachers, was applied at the elementary and middle school levels. Training programs on ACCS were held for both teachers and students. An initial study of 3,212 events which led to adoption of ACCS, was conducted to ascertain: the time materials are used; number of materials used by each student; group mode of instruction utilized; types of materials used; curriculum areas covered; and human and perceptual characteristics of the materials. It was concluded from logs and accompanying material that: at least seven curriculum materials were used daily by students; large group instruction was used most in grades 1, 4, and 5; individual instruction was observed more in grades 2, 3, 6, 7, and 8; small group instruction was the least used method; more than half the materials used were worksheets or books; nearly 40 percent of curricular events were language arts; and almost half the materials were classified as highly motivational. The differences in results between elementary and middle schools are discussed. (MH)

ED 181 032 TM 009 903

Cross, K. Patricia

The State of the Art in Needs Assessments.

Pub Date-27 Apr 79
Note-21p.; Paper presented at the Conference on Lifelong Learning (Akron, OH, April 27, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, Adult Education Programs, Adult Students, Age Differences, *Educational Planning, Educational Research, Evaluators, Failure Factors, Higher Education, *Information Utilization, Literature Reviews, *Needs Assessment, Older Adults, Speeches, State Surveys, Student Interests, Student Motivation, Student Needs

Recent needs assessment studies are reviewed, with emphasis on the needs of adult learners and of needs assessors. Three general purposes of needs assessment are described: (1) providers of educational services are interested in what their market (adult population) wants; (2) public agencies are interested in whether or not all segments of the population have equal access to educational programs; or (3) researchers are interested in furthering knowledge about the attitudes and interests of adult students. Brief examples are presented to illustrate what types of information are most useful for each type of needs assessment. Only one-third of the studies reviewed have effectively used the data they collected. Certain conclusions are predictable from any needs assessment because they have been replicated so often: level of educational attainment is a positive predictor of interest and participation in further education, and interest and participation drop sharply after age 55. Respondent's opinions are shaped by their current perceptions, rather than by their ability to imagine what might exist in the future; the surprising success of the Elderhostel concept illustrates this problem. Four types of needs assessment errors are discussed: relativity; interpretation; lumping; and consideration of the small picture. (GDC)

Maraschiello, Richard

Longitudinal Analysis of Follow Through Participants, 1968-69 through 1977-78. Report Number 7971.

Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Note-70p.
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Achievement Gains, Attendance, *Compensatory Education Programs, Early Experience, Elementary School Mathematics, Elementary Secondary Education, *Longitudinal Studies, Models, *Preschool Programs, *Program Effectiveness, Reading Achievement, *Teaching Methods, Technical Reports
Identifiers-Pennsylvania (Philadelphia), *Philadelphia School District PA, *Project Follow Through

A longitudinal analysis was conducted of school performance by children enrolled in kindergarten between 1968 and 1978. The total Follow Through Program was studied, as well as each of the seven teaching models, focusing on achievement, school experience type, absence, and prekindergarten data. A base-year and a later year were identified for each comparison. The percentages of children remaining at or above the 50th percentile, nationally, in reading and mathematics achievement were compared for Follow Through versus the non-Follow Through comparison group. Data indicated that only the Educational Development Center Model had a consistent positive, long-term effect on children's post-program achievement (grades 4-9). Two models appeared to have a positive effect on children's achievement during program years: the Behavior Analysis Model and the Philadelphia Process Model. The Follow Through Program, studied as a single unit, appeared to have a positive effect on mathematics achievement during both program and post-program years. Prekindergarten experience or low absence rate appeared to have a long-term positive effect on mathematics achievement participating in four of the seven models. (Author/GDC)

ED 181 034 TM 009 909

Donlon, Thomas F.

Time for Review as an Aspect of Test Speededness.

Pub Date-79

Note-12p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Provincetown, MA, April 29-May 1, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Entrance Examinations, Higher Education, Proctoring, Response Style (Tests), *Review (Reexamination), Senior High Schools, Statistical Analysis, Technical Reports, Testing, Testing Problems, *Time, *Timed Tests

Identifiers-*Speededness (Tests)

Questions are raised about the time within a test administration period that may be available for review for those candidates who have time enough, or more than enough, to finish. The assumption is proposed that rate of work may be normally distributed. The rate of work for those who have finished a test cannot be determined from their answer sheets; but the distribution of the rates of work for those who do not finish can be computed and, if rate of work is normally distributed, the distribution for remaining candidates may be extrapolated. Graphic and numerical methods are proposed for estimating the rate of work distribution for the complete candidate group, based on data derived from the portion of the group who do not complete the text. Questions are raised concerning the effects of candidates having more than enough time to complete a test. Can this time be effectively used to improve test scores? How many candidates use this time for this purpose? What other effects may result from candidates having more than enough time to complete a test? (CTM)

ED 181 035 TM 009 910

Fyans, Leslie J., Jr.

Test Anxiety, Test Comfort and Student Achievement Test Performance.

Pub Date-24 Jul 79

Note-8p.; Paper presented at the Educational Testing Service Seminar (Princeton, NJ, July 24, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement Tests, *Affective Tests, Age Differences, Anxiety, *Cultural Differences, Elementary Secondary Education, Ethnic Groups, Grade 4, Grade 8, Grade 11, *Parental Background, Parent Influence, Performance Factors, *Sex Differences, Speeches, Technical Reports, Test Construction, *Test Results, Tests

Identifiers-*Test Comfort Scale

The Illinois Inventory of Educational Progress (IIEP) Test Comfort Scale was administered and test results were studied in terms of student achievement and correlates of achievement. Using the revised, seven-item scale, it was determined that: in grade 4, there was no main significant effect for sex or ethnic differences, although Orientals and Whites had more test anxiety than Blacks, Hispanics or American Indians and high achievers in mathematics and reading had higher test comfort than lower achievers. It was also determined that in grade 8: some effect for sex existed; significant ethnic differences occurred, with Orientals showing high test comfort and American Indians high test anxiety. For parental

education level and test anxiety of students in grades 8 and 11, it was determined that there was no cross-sex influence and the relationships between test comfort and parental education were generally positive. For eleventh grade students a small but significant sex difference existed, and American Indian and Oriental students manifested the most test anxiety. In all three grades, a positive relationship existed between the number of magazines and newspapers in the home and test comfort. (MH)

ED 181 036 TM 009 911

Poczik, Robert

Oral Placement Test. Oral Production Test. (English as a Second Language Tests).

New York State Education Dept., Albany. Bureau of Basic Continuing Education.

Pub Date- 70

Note-17p.

Available from-Division of Continuing Education, State Education Department, Albany, NY 12234 (free while supplies last)

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Basic Education, *Communicative Competence (Languages), *English (Second Language), Individual Tests, *Language Tests, Listening Comprehension, Oral English, *Speech Skills, *Student Placement, Student Testing, Tests, Test Validity

Identifiers-*Oral Placement Test, *Oral Production Tests

Two tests of oral English ability are described and presented: (1) the Oral Placement Test, and (2) the Oral Production Test, which contains three forms for three levels. The tests may be used for placement or diagnosis. Each student is tested individually; the placement test takes five minutes, and each achievement test takes less than ten minutes. Students' responses are scored according to the demonstrated level of language ability: comprehension of spoken language; grammatically correct oral production; ability to ask questions; and conversational competence. The tests were developed to accompany the textbook series, Orientation in American English, and are valid when used in conjunction with this series. (GDC)

ED 181 037 TM 009 912

Barrett, Joseph E., Ed.
Where Behavioral Objectives Exist.
Pub Date-74
Note-68p.; Prepared through Project SPOKE
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Behavioral Objectives, Bibliographies, Cognitive Objectives, *Curriculum Guides, *Educational Objectives, Educational Resources, Elementary Secondary Education, Individualized Instruction

The catalog had been compiled as a resource to assist school district personnel in building or refining curricula using behaviorally stated objectives. It was developed in response to a multitude of requests about existing collections of instructional objectives; the subject areas available; and the grade levels covered. This inventory of objectives will assist the user in stating the intents of instruction and will provide the basic framework for designing individualized programs of instruction. For each set of objectives listed, the following information is provided: title; distributor; developer; target audience (age or grade level); subject area; cost; and brief description. Fifty-eight sources of objectives catalogs are described. Subject indexes are provided, for grade level and subject area (multiple, language arts, mathermatics, science, social studies, and nine miscellaneous subjects). (GDC)

ED 181 038 TM 009 914

Idaho Proficiency Testing Program: District Coordinator's Manual.
Idaho State Board of Education, Boise.
Pub Date- 77
Note-36p.; For related documents, see TM 009 915-916
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basic Skills, Criterion Referenced Tests, *Educational Objectives, Grade 9, Graduation Requirements, Guidelines, Manuals, *Minimum Competency Testing, *Program Administration, Secondary Education, *State Programs, *Student Testing, Testing Programs
Identifiers-*Idaho, Test Manuals

Implementation of the Proficiency Testing Program, adopted by the Idaho State Board of Education, is explained in the districts coordinator's manual. The tests are described as administered on a district optional basis to ninth grade students in the basic skills areas of reading, writing, spelling, and mathematics. Criterion referenced tests are based on objectives written by a task force and reviewed by educators, parents, and the general public. The reading, mathematics, and spelling tests are objective multiple choice and the test is comprised of a writing sample to be graded by trained readers. Students who fail are allowed to retake the applicable test sections at designated times. The following information is contained in the manual: description of tests; roles and responsibilities; district coordinator's checklist; general test administration information; students to be tested; test schedules; absences or invalidations; make-up testing; test procedures; materials needed for testing; returning materials for scoring; scoring; test results; school record-keeping; test security; and test follow-up. The basic proficiencies and skills to be tested are appended. (MH)

ED 181 039 TM 009 915

Idaho Proficiency Testing Program: Test Administration Manual.
Idaho State Board of Education, Boise.

Pub Date- 77
Note-23p.; For related documents, see TM 009 914-916
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, Criterion Referenced Tests, Educational Objectives, Grade 9, *Guidelines, *Minimum Competency Testing, *Program Administration, Secondary Education, *State Programs, *Student Testing, Testing Programs
Identifiers-*Idaho, Test Instructions, Test Manuals

Procedures for administering the Proficiency Testing Program, adopted by the Idaho State Department of Education, are explained in this test administration manual. The tests are described as given on a district optional basis to ninth grade students in the basic skills areas of reading, writing, spelling, and mathematics. Criterion-referenced tests are based on objectives written by a task force and reviewed by educators, parents, and the general public. The reading, mathematics, and spelling tests are objective multiple choice, and the writing test is comprised of a writing sample. The following information is contained in the manual: description of tests; general test administration information; students to be tested; test schedule; absences and invalidations; make-up testing; test procedures; materials needed for testing; and detailed test instructions to be read to the students. A list of basic skills to be tested is appended. (MH)

ED 181 040 TM 009 916

Idaho Proficiency Test. Sample Only.

Pub Date- 78
Note-21p.; For related documents, see TM 009 914-915
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Basic Skills, Criterion Referenced Tests, *Minimum Competency Testing, *Multiple Choice Tests, Reading Tests, Secondary School Mathematics, Spelling, State Programs, Testing Programs, *Test Items, Writing Skills
Identifiers-Idaho

Sample test questions are given for the Proficiency Testing Program adopted by the Idaho State Department of Education. Except for the writing skills test item, which requires a writing sample, all questions are objective, multiple choice items. Sample questions are given for reading, spelling, and mathematics. (MH)

ED 181 041 TM 009 917

Frankel, Joanne And Others

Performers of Research and Research-Related Activities in the Field of Education.

Bureau of Social Science Research, Inc., Washington, D.C.
Pub Date-Jan 79
Contract-400-76-0123
Note-331p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Colleges, *Directories, *Educational Research, Elementary Secondary Education, Expenditures, Federal Aid, Higher Education, *Institutional Characteristics, *National Surveys, *Organizations (Groups), *Research and Development Centers, Research Coordinating Units, School Districts, State Departments of Education, Tables (Data), Technical Reports, Universities
Identifiers-United States

The American Registry of Research and Research-Related Organizations in Education (ARROE) was compiled to identify those organizations engaged in efforts to improve education through research, development, dissemination, evaluation, and policy study activities. The organizations were contracted between 1976 and 1978, and were selected because they had received contracts or grants for such research, they had published in an education journal, or they were public education agencies. Federal government agencies, however, were excluded from the survey. The organizations were classified according to three groups: (1) state, intermediate, and large local education agencies; (2) research units associated with a college, university, or junior college; or (3) other including profit and nonprofit research and development organizations, hospitals, publishers, foundations, associations, and noneducational government agencies wuch as state health or manpower agencies. Of 6,346 organizations contacted, 81% responded. In addition to this report, a computerized file of the data collected and a printed directory resulted from this project. Data were analyzed by classification group, by institution, and by organziation within an institution. (This report presents data on the following institutional characteristics: number, type, and locations; primary mission; funding; expenditures; staffing; and project activities. All survey questions are appended.) (Author/GDC)

ED 181 042 TM 009 921

Fedigan, Larry Gay, Gary

School-Based Elements Related to Achievement and Elements Related to Student Success in Schooling and Education. Executive Summary. Two Reviews of the Literature Commissioned by the Minister's Advisory Committee on Student Achievement.

Alberta Dept. of Education, Edmonton. Ministers Advisory Committee on Student Achievement.

Spons Agency-Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Note-18p.; For related documents, see TM 099 922 and TM 010 021
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Affective Objectives, Cognitive Objectives, Community Characteristics, *Educational Environment, *Educational Research, Elementary Secondary Education, *Environmental Influences, Family Environment, Foreign Countries, Institutional Characteristics, Research Reviews (Publications), Student Characteristics, *Success Factors, Teacher Characteristics
Identifiers-Canada

A literature review is summarized on the effects of educational and environmental factors on student achievement. Environmental factors include background and community influences, such as social, economic, racial, educational and achievement levels; home environment; and qualities of students, such as academic readiness, motivation, and social behavior. Educational factors are comprised of such variables as teacher characteristics, the structure, of the teaching-learning situations, school facilities, and pupil personnel services. Fifty-five studies are synthesized and the factors which are positively and negatively related to student achievement are summarized. Some of the findings based on a review of American, Canadian, and British research of the relationship of school based factors to student achievement are: direct teaching is more effective than indirect methods, especially in the lower elementary grades and with low socioeconomic status students; indirect teaching may be more effective with older, higher socioeconomic status students and in subject areas like English; teachers' different expectations of students (based on sex and socioeconomic status) perpetuate social stratification and cultural sex differences; experimental instructional approaches show no consistent pattern of achievement gains over traditional materials; and mastery learning is conducive to student success and efficient learning. (MH)

ED 181 043 TM 009 922

Fedigan, Larry

School-Based Elements Related to Achievement: A Review of the Literature.

Alberta Dept. of Education, Edmonton. Ministers Advisory Committee on Student Achievement.
Spons Agency-Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Pub Date-Mar 79
Note-119p.; For related documents, see TM 009 921 and TM 010 021
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Academic Achievement, Achievement Gains, *Classroom Observation Techniques, *Classroom Research, Correlation, *Educational Research, *Effective Teaching, Elementary Secondary Education, Evaluation Needs, Foreign Countries, Institutional Characteristics, Predictor Variables, Research Reviews (Publications), Student Characteristics, Student Teacher Relationship, *Success Factors, Teaching Styles, Teaching Techniques.
Identifiers-Canada, United States

Eight major classroom observation studies correlating process variables (teaching techniques), and context variables (characteristics of school, curriculum, and student), with teaching effectiveness, (particularly achievement gains) were reviewed. This need to match process variables with context variables, rather than search for a universal teaching style was cited. One match has already been defined traditional teachers in low socioeconomic classrooms appear to be consistently effective. Also, there is a strong subject matter/teaching style relationship in higher grades. Like the process variables, context variables notably, classroom climate, teacher expectations, ability, socioeconomic status, mastery learning, and individualized instruction generally have failed to correlate universally with achievement. Results of Canadian teacher effectiveness studies are similar; the most promising developments are taking place at Simon Fraser University, Memorial University and the University of Alberta. Current research is attempting to establish consistent generic relationships and to translate relationships into statements of cause and effect. Because this is necessarily a slow process, conclusions may be limited and tentative. Finally, the separation of educational research variables into school-based and non-school-based domains has considerable academic, political, and economic implications. (CP)

ED 181 044 TM 009 927

A Manual for the Analysis of Costs and Outcomes in Nonformal Education.
Educational Testing Service, Princeton, N.J. International Office.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-79
Note-425p.; Appendix B, pages 341-351, were removed prior to filming
Available from-Educational Testing Service, International Office, Princeton, NJ 08541 ($5.00 plus postage)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Administrator Guides, *Cost Effectiveness, Data Analysis, Decision Making, *Developing Nations, *Economic Research, Educational Assessment, Educational Objectives, Electronic Data Processing, Estimated Costs, Financial Needs, Foreign Countries, Information Processing, Manuals, *Nonformal Education, Program Costs, *Program Evaluation, Resource Allocations, Skill Development, Technical Writing, Training Objectives

Guidelines are presented for applying cost-effectiveness and cost-benefit analysis techniques to nonformal education (NFE) programs in developing nations. The methods are based on workshops conducted in Kenya, Tanzania, Indonesia, and Guatemala. The manual is designed for those personnel responsible for planning, administering, and evaluating NFE programs, and government or private agency officials who make investment decisions. The manual is intended as a guide, and is organized as follows: economic analysis in project selection, development, and evaluation; organizing for economic analysis; concepts in economic analysis of NFE; step-by-step procedures including defining the project and stating objectives, listing resources, determining and adjusting resource costs, summarizing and analyzing project costs, specifying educational outcomes and skills to develop, specifying intended and unintended proect outcomes, valuing and adjusting project outcomes, relating costs and outcomes, and interpreting results of the analysis; report writing; information processing; and use of computer-based information systems. Examples and exercises are included in the manual, and explanations of statistical methods and concepts are appended. (MH)

ED 181 045 TM 009 930

Kauffman, John D.
State Assessment Programs: Current Status and a Look Ahead.
Scholastic Research Center, New York, N.Y.
Pub Date-12 Jun 79
Note-17p.; Best copy available
Pub Type- Tests/Questionnaires (160) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Assessment, Educational Objectives, *Educational Trends, Elementary Secondary Education, Intellectual Disciplines, Minimum Competency Testing, *National Surveys, Program Descriptions, Questionnaires, Standardized Tests, State Departments of Education, State Legislation, *State Programs, *Student Testing, Test Construction, *Testing Programs
Identifiers-United States

Two reports on the current status and future trends of state assessment programs are presented. Among the results summarized for 1977-1978 and also presented in chart form for the 41 states which administer testing programs are: 19 programs are mandated by state legislatures; 22 programs test all students in the grades or ages assessed; mathematics and reading are the subjects most frequently tested; 30 programs use objectives prepared on the state or local level; 29 programs use tests prepared by external contractors; data are reported to the legislature in 33 programs; and data influence resource allocations in 5 programs. Among future trends, considerations include: using assessment data to determine minimum competency; sampling student competency; adding some areas and grades; deleting grades; and assessing educable mentally retarded and other populations. Findings are also detailed and charted for 1978-1979 and point toward an increase in criterion-referenced testing; the additions of writing, science, social studies, and the humanities to testing programs; and greater educational accountability to state legislatures and state boards of education. (MH)

ED 181 046 TM 009 935

Enger, John M. Sales, M. Vance

School Services Needs Assessment of the Basic Service Area of Arkansas State University.

Pub Date-Oct 77
Note-37p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Services, *Consultation Programs, Credit Courses, *Educational Needs, Elementary Secondary Education, Evaluation Needs, Higher Education, Inservice Programs, *Needs Assessment, *School Districts, *School Services, State Surveys, Teacher Workshops, Technical Reports
Identifiers-Arkansas, Arkansas State University

Primary objectives of this study were: (1) to assess the perceived needs for outside services at 121 school districts in the Arkansas State University (ASU) service area; and (2) to determine the preferred types of outside services. Each school district was categorized by four factors: accreditation status, student enrollment, geographic region, and distance from the ASU campus. Twenty types of services were delineated, and ranked in order of perceived need: evaluation of instruction; needs assessment and evaluation procedures; design and evaluation of federal programs, including grant writing; school law; special education diagnosis and implementation; attitude adjustment techniques; student career awareness; school-community public relations techniques; curriculum design; classroom management; orientation for new school board members; facilities planning; assessment and improvement of school rating; personnel management; business management; achievement testing; extracurricular activities implementation; instructional materials; course scheduling; and transportation. Of the types of services desired, workshop activities and consultants were preferred over formal courses. None of the four factors used to characterize the school districts was determined to influence the needs for outside services or the types of services desired. (The questionnaire is appended.) (MH)

ED 181 047 TM 009 938

Fox, Harrison

Legislative Evaluation.

Pub Date- Nov 76
Note-13p.; Paper presented at the Annual Meeting of the Evaluation Network (2nd, St. Louis, MO, November 8-10, 1976); Best copy available
Pub Type- Speeches/Meeting Papers (150) -- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Strategies, Decision Making, Evaluation Methods, *Evaluation Needs, *Evaluators, Federal Aid, Federal Government, Federal Legislation, *Federal Programs, Government Role, *Legislators, Political Power, *Program Evaluation

The speaker discusses Congressional program evaluation. From the Congressional perspective, good evaluators understand the political, social, and economic processes; are familiar with various evaluation methods; and know how to use authority and power within their roles. Program evaluation serves three major purposes: to anticipate social impact or predict an event; to supervise and control the executive's operation of ongoing programs; and to supervise and control the executive branch after a program has reached its conclusion. Some factors which are significant for Congressional program evaluation are: inclusion of Title VII and Title VIII in the Congressional Budget and the Impoundment Control Act of 1974; the establishment of a Division of Program Analysis in the General Accounting Office (GAO); guides of program-related information jointly prepared by GAO and the Office of Management and Budget (OMB); and the GAO document, ``Evaluation Analysis to Support Decision Making.'' Other legislative activities to facilitate evaluation include the Legislative Reorganization Act of 1970; the Bolling Committee Reform Resolution H.R. 988; the Technological Assessment Act of 1972; and the OMB directive that all government agencies include an evaluation section when submitting proposals for new funding. (A question and answer section is appended.) (MH)

ED 181 048 TM 009 939

Garner, William T.

Linking School Resources to Educational Outcomes: The Role of Homework.

Columbia Univ., New York, N.Y. Horace Mann - Lincoln Inst. for School Experimentation.
Pub Date-Nov 78
Note-12p.
Journal Cit-HMLI Research Bulletin; v19 n1 Nov 1978
Pub Type- Collected Works - Serials (022) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Educational Resources, Elementary Secondary Education, Family Influence, *Homework, *Student Ability, *Success Factors, Surveys, *Teacher Attitudes, Technical Reports, *Time Factors (Learning)

Homework assignments are viewed as a kind of resource allocation which should be included in assessing a school's educational resources. Three questions are addressed in this study: average time allocations for student exposure to learning resources in class, through homework, and in total; extent of the variations in these averages; and relationship of the variations to student ability. Data are based on survey responses of mathematics and reading-language arts teachers in grades 5, 8, and 10, in New York City and Connecticut. It is concluded that student opportunity to learn and time allotted to subject matter varies; larger variations are found in time allocated to homework; these variations are related to teachers' reports of the average ability levels of classes. Higher ability calsses, as perceived by teachers, are given more exposure to school learning activities. At upper grades, more homework is assigned and learning-related activities are shifted from the classroom to the home. To the extent that student achievement is positively related to home influences, the expected effect of assigning more homework to more able students increases the influence of home background on academic achievement. (MH)

ED 181 049 TM 009 951

Proceedings of the Invitational Conference on Testing Problems (1st, New York, New York, October 30, 1948). Validity, Norms and the Verbal Factor''.

Educational Testing Service, Princeton, N.J.
Pub Date-30 Oct 48
Note-113p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Achievement, Achievement Tests, Aptitude Tests, Behavioral Objectives, Community Characteristics, Course Content, Elementary Grades, Elementary Secondary Education, Individual Differences, Intermediate Grades, *Norms, Private Schools, Problem Solving, Public Schools, Scores, Secondary School Students, *Test Construction, *Testing Problems, Test Items, *Test Validity, *Verbal Ability, Vocabulary Skills
Identifiers-Air University AL

The conference is divided into three sections: (1) constructing examinations so that they will be valid measures of important functions; (2) defining the nature of the verbal factor as used in aptitude test batteries; and (3) establishing the type of norms most useful and important for the interpretation of achievement test scores. Papers are entitled: Item Selection to Maximize Test Validity; Criticisms of Commonly Used Methods of Validating Achievement Test Items; The Validity of Novel Types of Achievement Test Exercises in Relation to Instruction; Transferring Field Situations to Test Exercises at the Air University; Planning a Test by Reverse English; The Criterion; Why a Verbal Factor?; Vocabulary as an Arbitrary Definer of the Verbal Relations Factor; Delimiting the Verbal Factor; Verbal Factors; The Relationship Between Verbal Factor Scores and Other Variables; The Verbal Factor from the Consumer Point of View; The Value of Norms Based on a New Type of Scale Unit; Norms and the Individual Pupil; Norms and the Individual Community; Norms for Scholastic Aptitude and Achievement Tests of Independent Secondary School Pupils; Norms of Achievement by Schools; and Some Basic Problems Concerning Achievement Test Norms at the Elementary and Intermediate Grades. (MH)

ED 181 050 TM 009 952

Proceedings of the Invitational Conference on Testing Problems (2nd, New York, New York, October 29, 1949).

Educational Testing Service, Princeton, N.J.
Pub Date-29 Oct 49
Note-85p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Achievement Tests, Aptitude Tests, Conference Reports, *Cultural Factors, *Factor Analysis, Information Dissemination, *Information Needs, Intelligence Tests, Personality Tests, Psychological Studies, Psychological Testing, Research Design, *Testing Problems, *Test Results, Test Validity
Identifiers-*Testing Industry, *Test Reporting

The conference panels were organized around three topics: (1) influences of cultural background on test performance; (2) uses and limitations of factor analysis in psychological research; and (3) information which should be provided by test publishers and testing agencies on the validity and use of their tests. Panelists for the first session included Anne Anastasi, Ernest A. Haggard, William Stephenson, and William W. Turnbull. Panelists for the second session were George K. Bennett, H.J. Eysenck, and Paul Horst. Panelists and their topics for the third session were: Aptitude and Intelligence Tests, Herbert Conrad; Achievement Tests, Paul L. Dressel; and Personality Tests, Laurance F. Shaffer. Brief discussions followed each of the three panels. (MH)

ED 181 051 TM 009 953

Proceedings of the Invitational Conference on Testing Problems (3rd, New York, New York, October 28, 1950).

Educational Testing Service, Princeton, N.J.
Pub Date-28 Oct 50
Note-112p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Accountants, *Achievement Tests, Aptitude Tests, College Entrance Examinations, Conference Reports, *Creative Ability, Creativity Tests, Dentists, Evaluation Criteria, Higher Education, Lawyers, *Occupational Tests, Physicians, *Professional Occupations, Psychometrics, Statistical Analysis, Test Construction, *Testing Problems, *Test Selection, Test Validity

The conference was organized into two sessions: validation of professional aptitude batteries and criteria for the evaluation of achievement tests. Panelists and their topics were: Tests for Accounting, Arthur E. Traxler and Robert Jacobs; Tests for Law, A. Pemberton Johnson; Tests for Dentistry, Shailer Peterson; Tests for Medicine, John M. Stalnaker; From the Point of View of the Test Editor, Frederick B. Davis; From the Point of View of the Subject Matter Specialist, Joseph J. Schwab; From the Point of View of Their Internal Statistics, John B. Carroll; and From the Point of View of Their External Statistical Relationships, Harold Gulliksen. An address, Creative Talent, was delivered by L.L. Thurstone. (MH)

Proceedings of the Invitational Conference on Testing Problems (New York, New York, October 28, 1961).

Educational Testing Service, Princeton, N.J.
Pub Date-28 Oct 61
Note-107p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Achievement Tests, Advanced Placement Programs, *College Credits, College Entrance Examinations, College Instruction, Composition (Literary), Conference Reports, Educational Quality, Educational Television, *Equivalency Tests, Evaluation, *Factor Analysis, Higher Education, Institutional Research, Measurement Techniques, Senior High Schools, *Testing Problems, Testing Programs, Test Validity, Verbal Ability
Identifiers-Antioch College OH, Content Validity, Writing Evaluation

Three themes were addressed at the conference: (1) implications of factor analysis for achievement testing; (2) use of achievement tests in awarding course credits; and (3) extended conceptions of evaluation in higher education. The speeches were entitled: Factors of Verbal Achievement, by John B. Carroll; Schools of Thought in Judging Excellence of English Themes, by John W. French; Factor Analysis of Relevance Judgments: an Approach to Content Validity, by Ledyard R Tucker; Credit and the Advanced Placement Program, by Jack N. Arbolino; The Examining Program at Antioch College, by Ruth D. Churchill; Examinations and Instruction by Television, by Clifford G. Erickson; Credit and Waiver Examinations at Michigan State University, by Willard G. Warrington; Measuring the Quality of a College or University, by Dewey B. Stuit; and the Nature and Use of Institutional Research, by James I Doi. The luncheon address, Management of the Learning Environment, was delivered by John E. Ivey, Jr. A memorial speech in honor of Irving D. Lorge was given by Robert L. Thorndike. (MH)

ED 181 053 TM 009 957

Proceedings of the Invitational Conference on Testing Problems (22nd, New York, New York, November 1, 1958).

Educational Testing Service, Princeton, N.J.
Pub Date-1 Nov 58
Note-130p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Cognitive Measurement, *College Entrance Examinations, Conference Reports, Early Childhood Education, Educational Practice, *Effective Teaching, Elementary Secondary Education, Foreign Countries, Higher Education, *Maladjustment, Personality Assessment, Predictive Measurement, Response Style (Tests), *Scholarships, Self Concept, *Testing Problems, Testing Programs, Test Selection
Identifiers-USSR

The conference was planned to appeal to a diverse audience and was not centered on a single unifying theme. It was divided into three sessions. Session I was comprised of two presentations which focused on measurement problems at the preschool, early childhood, and preadolescent levels: Measurement of Cognitive Abilities at the Preschool and Early Childhood Level, by Dorothea A. McCarthy; and Prediction of Maladjustive Behavior, by William C. Kvaraceus. Two papers were presented at Session II, exemplifying basic and applied research: A Theory of Test Response, by Jane Loevinger; and Measurement and Prediction of Teacher Effectiveness, by David G. Ryans. Session III was composed of a panel which discussed: What Kinds of Tests for College Admission and Scholarship Programs, by Robert L. Ebel and by Alexander G. Wesman; Criteria for Selecting Tests for College Admissions and Scholarship Programs, by John C. Flanagan; and The Nature of the Problem of Improving Scholarship and College Entrance Examinations, by E. F. Lindquist. The luncheon address was delivered by Henry Chauncey and was entitled, Some Observations on Soviet Education. (MH)

Proceedings of the Invitational Conference on Testing Problems (23rd, New York, New York, October 31, 1959).

Educational Testing Service, Princeton, N.J.
Pub Date-31 Oct 59
Note-102p.; Photos may not reproduce clearly
Pub Type- Collected Works - Proceedings (021) - Books (010)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Autoinstructional Aids, Conference Reports, *Educational Change, Educational History, Educational Technology, Elementary Secondary Education, English Instruction, Homework, *Learning Processes, Physics Curriculum, Programed Tutoring, Secondary School Science, Teaching Machines, *Testing, *Testing Problems, Testing Programs, *Test Results
Identifiers-Test Anxiety, Test Coaching

The conference was centered on the theme, The Impact of Testing on the Educational Process. The morning session was devoted to the broader thematic aspects and included the following papers: What Testing Does to Teachers and Students, by Ralph W. Tyler; Some Lessons for High School Physics, by Walter C. Michels; and Education 1975, by Paul Woodring. The afternoon session centered on specific new teaching and testing devices and included papers entitled: Intrinsically Programmed Teaching Devices, by Norman A. Crowder; Teaching Machines: an Application of Principles from the Laboratory, by James G. Holland; and Self-Correcting Homework in English, by Paul B. Diederich. The luncheon address was delivered by James B. Conant. (MH)

ED 181 055 TM 009 959

Proceedings of The Invitational Conference on Testing Problems (24th, New York, New York, October 29, 1960).

Educational Testing Service, Princeton, N.J.
Pub Date-29 Oct 60
Note-138p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Administrator Evaluation, Conference Reports, Developing Nations, Educational Problems, *Educational Research, Elementary Secondary Education, Federal Aid, Federal Programs, Foreign Countries, *Language Tests, Occupational Tests, Prose, *Talent Development, Talented Students, Teacher Behavior, *Testing, *Testing Problems
Identifiers-Africa, *Cooperative Research Program, In Basket Simulation

This conference focused on two themes: research in testing and the cooperative research program, and testing in the language arts. The morning session was concerned with the impact of the federal Cooperative Research Program on educational research. Papers were entitled: The Support of Measurement Projects by the Cooperative Research Program. (Hall, Hjelm, and Conrad); In-Basket Tests and Factors in Administrative Performance (Frederiksen); Models of Teacher Behavior in the Classroom (Travers); and the Prediction of Talented Behavior in the Junior High School (McGuire). Papers for the afternoon session were entitled: Testing for Elegance (Martin); Competency First: New Tests in Foreign Languages (Starr); and Estimating Structure in Prose (Lorge). The luncheon address, The Pace of Change, was delivered by Arthur S. Adams and recounted his experiences as an educational consultant in emerging African nations. (MH)

ED 181 056 TM 009 964

Wiener, Florence D. And Others

Spanish Picture Vocabulary Test. Prueba Ilustrada de vocabulario Espanol. An Adaptation of the Peabody Picture Vocabulary Test. Manual
Pub Date-78
Note-188p.; Ten-page manual is in English; test is in Spanish
Language-Spanish; English
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Culture Free Tests, Early Childhood Education, Elementary Secondary Education, *Intelligence Tests, Norms, Puerto Ricans, Scoring, Spanish, *Spanish Speaking, *Test Construction, Testing, *Translation, Verbal Tests, *Visual Measures, *Vocabulary
Identifiers-New York (New York), Peabody Picture Vocabulary Test, *Spanish Picture Vocabulary Test, Test Manuals

The Spanish Picture Vocabulary Test was designed to provide a Spanish-language translation of the Peabody Picture Vocabulary Test which would be suitable for Spanish-speaking Puerto Rican school-children in New York City. The 300 stimulus words were translated

according to a consensus of linguists and persons of Puerto Rican descent, and were reviewed for cultural, racial, and sex bias. After review, 150 of the 600 illustrations were revised to eliminate bias. Testing procedures were adapted directly from Dunn's Peabody Picture Vocabulary Test. Examiners were of Puerto Rican descent and were fluent in both English and Spanish; they administered the new test to 120 pilot subjects, aged 2 1/2 to 18, in New York City. Two test forms were then administered to 2,034 subjects in 96 schools. After data analyses, the two forms were combined, yielding a single 150-item test. Test reliability ranged from .71 to .94. The final test, although untimed, generally takes 15-30 minutes to complete. (The bulk of this document consists of the pictorial test items. Brief technical reports are presented in English and in Spanish, with scoring instructions; as well as lists of the 150 words, in English and in Spanish). (GDC)

Johnson, Lary Pearson, Diane

Fundamental Schools in the Minneapolis School System: An Evaluation 1978-79.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Pub Date-Aug 79
Note-105p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Achievement Gains, *Basic Skills, Conventional Instruction, Curriculum Design, Discipline, Elementary Education, Elementary Schools, Homework, Institutional Evaluation, National Norms, *Parent Attitudes, Parent Participation, *Program Evaluation, *School Attitudes, Student Attitudes, Teacher Attitudes, Test Results, *Traditional Schools
Identifiers-Back to Basics Schools, *Fundamental Schools, *Minneapolis Public Schools MN, Minnesota (Minneapolis)

Three fundamentals schools in Minneapolis, Minnesota were evaluated using parent, student, and teacher surveys, standardized test results, and enrollment records. Parents reported their reasons for choosing the school the most popular reasons were its emphasis on reading, arithmetic, writing, discipline, self-contained classrooms, citizenship, and character development. Parents were generally satisfied with homework load, opportunity for involvement with teachers, their children's progress, and communication about this progress; 75% planned to enroll their children the following year. Attitudes varied widely among the three schools, but students and teachers as a group were less enthusiastic than were parents. Teachers in one school were dissatisfied with parental involvement, discipline policy, and homework completion. All schools exceeded the gains expected by a national norm group, on standardized reading and mathematics tests. (Test results and response rates of selected survey questions are included.) (CP)

ED 181 058 TM 009 966

Ingle, Robert B., Ed. And Others

Assessment of Student Competence in the Public Schools.

Phi Delta Kappa, Bloomington, Ind. Center on Evaluation and Research.

Pub Date- 78

Note-141p.; Papers presented at three meetings of the National Symposium for Professionals in Evaluation and Research (NSPER) (Cincinnati, OH; Kansas City, MO; and Portland, OR; 1978)

Available from-Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402 ($3.50)

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Basic Skills, Competence, Conference Reports, Educational Assessment, Elementary Secondary Education, *Minimum Competency Testing, Performance Based Education, Program Descriptions, Program Development, *School Districts, *State Programs, Student Testing, *Testing Problems, *Testing Programs, Test Results

Identifiers-Colorado (Denver), Denver Public Schools CO, Florida, Kanawha County Schools WV, Missouri, Oregon, Oregon (Portland), Portland School District OR

Three conference sessions focused on attempts to implement minimum competency testing programs at various educational levels. In each of the sessions particular attention was paid to planning for the development of a minimum competency testing program; the processes of development, initiation, and interpretation of the results; and difficulties encountered at each stage. In addition, consideration was given to questions about the best measuring techniques and the advantages and disadvantages of various approaches to minimum competency test construction that have been used or suggested. Each session included case studies of a school system and a state effort to implement a minimum competency measurement program. A presentation by a measurement specialist was also made at each session. The complexity of minimum competency testing was brought out in the various case studies which provided insight into the realities of implementing a program in an area in which so many segments of the public have very strong opinions. Testing programs were shown to force professional educators, schools, and the public to make some difficult decisions about what competency is; what a diploma means; what should be done to best educate students; and how minimum competency testing programs may or may not meet community and student needs. (Author/GDC)

ED 181 059 TM 009 967

Ferrara, Barbara E. Redemer, Merrill

Evaluation Report of the Title VII Emergency School Aid Act Program of the Springfield Public Schools.

Sangamon State Univ., Springfield, Ill.

Pub Date-Jun 79
Note-78p.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Changing Attitudes, *Counseling Programs, Cultural Awareness, Educational Diagnosis, Elementary Education, Higher Education, *Inservice Teacher Education, Low Achievers, Parent Reaction, *Participant Satisfaction, *Program Evaluation, Questionnaires, *Remedial Programs, School Integration, Self Concept Tests, Socially Disadvantaged, Teacher Attitudes, Test Results
Identifiers-Emergency School Aid Act 1972, Illinois (Springfield), Springfield Public Schools IL

Three discrete programs were evaluated by comparing students' pretest-posttest results, and by surveying teachers, principals, and parents for their perceptions of the programs and recommendations for improvement. Over 500 students, referred to student relations specialists because of personal or social problems, showed statistically significant gains on the Piers Harris Children's Self Concept Scale after four to seven months of counseling. Teachers and principals were satisfied with the promptness of treatment; 80% rated the programs as extremely or somewhat helpful. Only 27% of the parents returned their survey; many who responded were unfamiliar with the program. Over 500 low achieving students referred to diagnostic prescriptive specialists were tested, before and after remedial instruction, on the Peabody Individual Achievement Test, Woodcock Reading Mastery Test, and the Keymath Diagnostic Arithmetic Test. Grade equivalent changes after one to eight months were positive, but not always statistically significant or applicable to all grades. Teachers and principals were very satisfied with the program. Teachers completed a cultural awareness scale before a workshop and two months later, after teaching a corresponding unit. Their attitude change was not statistically significant, suggesting that the workshop attracted teachers who were culturally aware upon entering. (Questionnaires are appended). (CP)

ED 181 060 TM 009 968

Guide for Evaluation of Special Education Programs and Related Pupil Personnel Services.

New Jersey State Dept. of Education, Trenton.
Pub Date- 79
Note-195p.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Administrator Guides, Check Lists, Data Collection, Educational Diagnosis, Educational Facilities, Educational Finance, Educational Planning, Elementary Secondary Education, *Evaluation Criteria, Guides, *Handicapped Students, Individualized Programs, Interagency Cooperation, Private Schools, Program Administration, *Program Evaluation, *Pupil Personnel Services, School Community Relationship, Screening Tests, *Special Education, Staff Improvement, Student Evaluation, Student Records, Student Transportation, Testing
Identifiers-Individualized Educational Programs

Two purposes are served by this guide: to allow school districts to examine their special education programs and related pupil personnel services, and to aid state departments of education in evaluating the nature, scope, and quality of school district offerings to handicapped students. The guide is divided into two parts: one provides forms for tabulating data and the other consists of chapters, each dealing with a specific component to be assessed. Criteria, derived from federal and state legislation and regulations and professional practices, are listed for evaluating each component. Questions are also provided to assist in examining the significance of the collected data and to understand the implications for corrective action. The components to be evaluated are: the annual plan for special education and related services; identification, screening, and referral; evaluation and classification; individualized educational programs; special education programs and related services; program administration; pupil personnel services; staff development, orientation, and training; pupil records; transportation; physical facilities; finance and budget; services to pupils in private schools; and community and interagency relations. A number of checklists are included. (MH)

ED 181 061 TM 009 969

Sympson, James B.

The Assessment of Basic Competencies: A New Test Battery.

Pub Date-3 Sep 79

Note-29p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Processes, Cognitive Tests, Elementary Education, Equated Scores, Intellectual Development, Item Analysis, Language Skills, *Logical Thinking, Mathematical Concepts, Mathematical Models, *Norms, Preschool Education, Probability, Sampling, *Scoring, Scoring Formulas, Simulation, *Student Ability, Technical Reports, *Test Construction, Test Results

Identifiers-*Assessment of Basic Competencies, Interval Scaling, *Latent Trait Model, Three Parameter Model

Development of The Assessment of Basic Competencies (ABC), a test battery based on the three-parameter logistic model, is described. Eleven dimensions of intellectual growth are measured, from the pre-kindergarten level through ninth grade. An educationally relevant skill domain is represented by each test. Unique properties of the test, based on item characteristic curve theory, are reviewed and two procedures utilized in developing the battery are described. The methods used to place each test's items on a common metric and to generate scoring tables for each test are described. Overlapping subtests or overlapping groups of testees are not required, and hand-calculated test scores can be converted into a maximum likelihood point estimate and a distribution-free interval estimate of the testee's ability. (Author/MH)

ED 181 062 TM 009 970

Rainone, Rocco Kaiser, Robert
Needs Assessment Validation Guide.
Rhode Island State Dept. of Education, Providence. Bureau of Technical Assistance.
Pub Date-Jun 79
Note-93p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Committees, *Credibility, Data Analysis, Data Collection, Educational Assessment, Educational Needs, *Educational Objectives, Elementary Secondary Education, Evaluation Criteria, Guidelines, *Needs Assessment, Performance Criteria, Resource Guides, *School Districts, Staff Role, *Student Needs
Identifiers-Local Planning and Assessment Process, Rhode Island

This resource guide is intended for local school district personnel involved in planning activities for establishing educational priorities, phase two of the Local Planning and Assessment Process (LPAP). Information is presented on the development of performance indicators and the validation of perceived needs. The guide is organized in two sections: (1) the activities which include work group selection; work group orientation; identification of needs to be validated; data source identification; development of performance indicators; data collection plans; data collection; and data review; and (2) a description of a Rhode Island school district project, including its forms and results. For each activity, the outcome, responsible staff member, and steps comprising the activity are included. (MH)

ED 181 063 TM 009 972

Forsyth, Robert A.
Describing What Johnny Can Do. Iowa Testing Programs Occasional Papers, Number 17.
Iowa Testing Programs, Iowa City.
Pub Date-Mar 76
Note-32p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Achievement Tests, *Behavioral Objectives, *Educational Objectives, Elementary Education, Evaluation Methods, *Mastery Learning, Process Education, *Student Development, *Student Evaluation, Student Records, Teacher Responsibility

Most educational objectives can be classified as either mastery or developmental. For mastery objectives, teachers can develop satisfactory assessment instruments relatively easily and can describe student achievement as can do'' or can't do.'' For developmental objectives, there are a number of evaluation methods, and student progress varies in attaining these objectives. An adequate description of achievement of these developmental objectives requires a set of reference points to identify stages of development. Teachers develop a sense of these criteria by considering the instructional materials and the performance of various groups of students. Standardized achievement tests may help the teacher assess students' levels of development. Describing student's performance in an educational program requires an assessment of what the student can do'' and an educated estimate of the student's progress in meeting important developmental objectives. (Author/MH)

ED 181 064 TM 009 974

Brady, Mary Ella And Others
Follow-up Testing Study. 1977-1978. Final Report.
Kirschner Associates, Inc., Albuquerque, N. Mex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Compensatory Education Div.
Pub Date-30 Jun 78
Contract-400-77-0068
Note-203p.; Tables in Appendix E are marginally legible
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Achievement Gains, Achievement Tests, *Compensatory Education Programs, *Elementary School Mathematics, Followup Studies, Grade 1, Grade 3, Primary Education, Program Evaluation, *Reading Achievement, Student Testing, Technical Reports, *Test Results, *Time Factors (Learning)
Identifiers-Comprehensive Tests of Basic Skills, Elementary Secondary Education Act Title I, Follow Up Testing Study, *Instructional Dimensions Study

The current study is an extension fo the Instructional Dimensions Study (IDS), part of a comprehensive study of compensatory education programs. This study had two purposes: (1) to investigate achievement changes over the summer of 1977 and during the 1978 calendar year for IDS students, and (2) to compare summer gains of compensatory and non-compensatory education students. The sample population consisted of students in first-grade reading and mathematics and third-grade reading and mathematics. Students took a standardized achievement test, 12 months after the IDS pretest. Achievement level changes over the three time periods were examined school year, summer months, and calendar year. Results indicated significant gains over the school year and no loss of achievement over the summer. Although two of the compensatory education samples gained one or two months over the summer, no sample met the expected three-month gain for this period. Calendar year gains were generally one to two months greater than expected. Statistical analysis revealed no general significant differences between compensatory and non-compensatory groups. (Author/MH)

ED 181 065 TM 009 977

McLean, James E. Chissom, Brad S.

Establishing the Validity of a Talents Unlimited Program at the School Level.

Pub Date-Jul 79
Note-29p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Cognitive Tests, *Course Objectives, *Creative Ability, Creativity Tests, Criterion Referenced Tests, Data Collection, Elementary Education, Evaluation Methods, Productive Thinking, Program Evaluation, Research Design, Statistical Analysis, Student Testing, *Summative Evaluation, *Talent Development, *Test Results
Identifiers-*Project Talents Unlimited

Procedures are described to conduct summative evaluations of Talents Unlimited programs. It is assumed that school counselors, administrators, or personnel minimally trained in measurement and statistics are capable of conducting the evaluation, except for doing the statistical analysis. The procedures are composed of: establishing measurable objectives; setting up the experimental design, with treatment and control groups; testing students, using combinations of criterion-referenced tests, creativity tests, and standardized achievement test batteries; analyzing results, using techniques such as t-test, Wilcoxon or analysis of variance (ANOVA), depending on pre-test, post-test conditions; and reporting results, both inferential and descriptive. Samples of some of the procedures and forms are appended. ()

1977-78 Evaluation Findings. Publication Number: 77.59.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date-Jul 78
Note-332p.
Pub Type- Reference Materials - Bibliographies (131) - Reports - General (140)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Academic Achievement, Annotated Bibliographies, Annual Reports, Basic Skills, Bilingual Education, Cocurricular Activities, Compensatory Education Programs, *Educational Assessment, Elementary Secondary Education, *Federal Programs, Low Income Groups, Migrant Child Education, Minimum Competency Testing, Parenthood Education, Parent Participation, *Program Evaluation, *Research Projects, *School Districts, Special Education, Vocational Education
Identifiers-*Austin School District TX, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VII, Emergency School Aid Act 1972, Texas (Austin)

Summaries are presented of all research and evaluation work conducted by the Austin Independent School District during the 1977-78 school year. Summaries are divided into the following areas: 1978 at a glance; district priorities; basic skills achievement; systemwide achievement profiles; low socioeconomic status (SES) achievement; professional personnel evaluation; minimum competency; local/state bilingual; Elementary Secondary Education Act (ESEA) Title I; ESEA Title I migrant; ESEA Title VII bilingual; state compensatory education; Emergency School Aid Act (ESAA) basic; ESAA pilot; education for parenthood pilot; Project Parental Involvement, Academic Achievement, Vocational Programming, and Extra-Curricular Opportunities (PAVE); ad-hoc studies; and occasional papers, on such topics as minimum competency requirements, teacher competency testing, time use in schools, data processing systems for testing programs, and communication skills. (MH)

ED 181 067 TM 009 983

Nishisato, Shizuhiko

Multidimensional Scaling: A Historical Sketch and Bibliography.

Ontario Inst. for Studies in Education, Toronto. Dept. of Measurement, Evaluation, and Computer Applications.

Pub Date-78
Note-76p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Bibliographies, Computer Programs, *Historical Reviews, Individual Differences, Literature Reviews, Mathematical Models, *Multidimensional Scaling, Rating Scales, Statistical Analysis

A bibliography with approximately 1,000 references to articles on multidimensional scaling (MDS) is preceded by a summary review tracing the major developments in the areas covered, and identifying significant references in each. With the exception of a few earlier documents, the period covered is 1966 to 1978. Topics mentioned in the summary review include: indirect metric MDS; direct metric MDS; distance versus content models; metric versus nonmetric approaches; nonmetric MDS; individual differences MDS; conjoint measurement approach; dual (optional) scaling approach; evaluative studies of nonmetric MDS; and other topics. A large number of relevant computer programs, articles, and books are mentioned, including some books on cluster analysis, a topic which is otherwise omitted from the bibliography. (CTM)

ED 181 068 TM 009 984

Lunneborg, Clifford E.

A Multidimensional Scaling Study of Gender Bias in Service and Technical Interests. EAC Reports, 79-22. EAC Project 617.

Washington Univ., Seattle. Educational Assessment Center.
Report No.-EAC-R-79-22
Pub Date-Jul 79
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 29, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cluster Analysis, Interest Scales, Interest Tests, Multidimensional Scaling, Senior High Schools, Service Occupations, *Sex Differences, Sex Role, Student Interests, Technical Occupations, Technical Reports, Vocational Counseling, *Vocational Interests
Identifiers-Occupational Activities Preference

Differences between the sexes in patterns of responses to vocational interest questionnaires were investigated by multidimensional scaling methods. The twelve areas of interest, based on a U.S. Employment Service study, were: artistic, scientific, nature, protective, mechanical, routine, clerical, persuasive, service, humanitarian, social-business, and entertaining. An Occupational Activities Preference (OAP) instrument was designed to elicit expressions of preference among all 66 possible comparisons. Responses were analyzed separately for a sample of 392 high school females and for a sample of 356 high school males. Multidimensional scaling of the preferences showed three clusters of preferences for each sex, but different patterns of clusters. It appeared that service and technical areas had different connotations for high school males and for high school females. These differences in values and expectations have implications for vocational psychology and counseling. (CTM)

ED 181 069 TM 009 987

Murray, Stephen L.

An Analysis of Regression Effects and the Equipercentile Growth Assumption in the Norm-Referenced Evaluation Model.

Pub Date-May 78
Note-30p.; Paper presented at the Annual Meeting of the Washington Educational Research Association (Seattle, WA, May 25-26, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Gains, Educational Assessment, Elementary Secondary Education, Evaluation Methods, *Mathematical Models, National Norms, *Norm Referenced Tests, Pretests, Program Evaluation, *Research Design, Research Problems, Scores, *Statistical Analysis, Statistical Bias, Technical Reports
Identifiers-Elementary Secondary Education Act Title I, *Regression (Statistical), *RMC Models

The norm-referenced evaluation model (RMC Model A) for Title I project evaluation, consists of procedures whereby the expected posttest standing of a treatment group under the null condition is generated from their pretest standing. It is assumed that the treatment group is not selected on the basis of their pretest scores and can be considered representative of the population represented in the test norms. Given these assumptions, the Model A rule for estimating the expected no-treatment posttest status is that a comparison group given no special treatment will maintain its percentile across time (the equipercentile growth assumption). This paper provides a theoretical analysis of the no-treatment expectation estimation procedures for Model A. An alternative definition of the no-treatment expectation is based on a structural equation model and statistical models underlying nonequivalent control group designs. Results indicate that using a measure other than the pretest score for selection reduces but does not control regression effects. If the selection measure is more highly correlated with the pretest measure than with the posttest measure, additional regression occurs between the pretest and the posttest. Biased measures of treatment effects may results. (Author/CTM)

ED 181 070 TM 009 993

Ebel, Robert L.
The Paradox of Educational Testing.
National Council on Measurement in Education, East Lansing, Mich.
Pub Date-76
Note-9p.
Journal Cit-NCME Measurement in Education; v7 n4 Fall 1976
Pub Type- Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, Certification, Curriculum, Educational Accountability, Educational Quality, *Educational Testing, Minimum Competency Testing, Occupational Tests, *Public Opinion, Standardized Tests, Test Bias, *Testing Problems, Test Validity
Identifiers-Test Anxiety

There is currently a conflict between educational accountability and the distrust of standardized testing. Concern for the quality of education is based on evidence of students' academic dificiencies, the decline in test scores, and increasing education costs and school taxes. As a result of criticism, states have mandated, or are considering, competency testing programs. Occupational competency is also being certified more widely. Concurrently, criticism of testing programs is being voiced mainly by three groups: professional educators; reformers, and free-lance expose writers. Some of the most frequent criticisms include invalid tests; reliance on objective tests; labeling students; the influence of external testing programs; test anxiety; test bias; and norm-referenced test emphasis rather than use of criterion-referenced tests. (MH)

ED 181 071 TM 009 994

Ebel, Robert L.

Shall We Get Rid of Grades?

National Council on Measurement in Education, East Lansing, Mich.
Pub Date-74
Note-6p.; Best copy available
Journal Cit-NCME Measurement in Education; v5 n4 p1-5 Fall 1974
Pub Type- Journal Articles (080) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Administrator Attitudes, *Educational Problems, Evaluation Methods, Evaluation Needs, *Grades (Scholastic), Grading, *Learning Motivation, *Opinions, Parent Attitudes, Report Cards, *Student Evaluation, Student Motivation, Student Opinion, Teacher Attitudes

An analysis of criticism leveled against student grading is presented, and a rebuttal is offered. Twenty-two criticisms of grades are divided into four categories: that grades are meaningless, unimportant, unnecessary, and harmful. In response to the criticism, it is pointed out that grading tends to motivate student achievement, provides rewards for effort, and offers periodic information to parents and others on pupil progress. Criticism is noted to be generated mainly by teachers and administrators, rather than by parents and students. Two alternatives to grading which are frequently suggested by critics are detailed written reports about student achievement and problems, and parent-teacher conferences. In defending grading against the criticisms, it is pointed out that (1) grading can be improved; (2) some of the criticisms are unreasonable or based on improper contrasts; (3) their symbolic value does not make them meaningless; (4) poor grades are the result, not the cause, of student failure or success; and (5) grades are not the only evaluative technique used to assess student progress or achievement. (MH)

ED 181 072 TM 010 004

Rounds, James B., Jr. And Others

The Fit Between Strong-Campbell Interest Inventory General Occupational Themes and Holland's Hexagonal Model.

Pub Date-5 Apr 79
Note-28p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Las Vegas, Nevada, April 5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Females, Goodness of Fit, *Interest Scales, Males, *Mathematical Models, Multidimensional Scaling, Personality Assessment, Scores, *Sex Differences, Statistical Analysis, *Test Interpretation, *Vocational Interests
Identifiers-Hollands Hexagonal Model, Holland Vocational Preference Inventory, *Strong Campbell Interest Inventory

Using a multidimensional scaling procedure, this study examined the fit of Holland's RIASEC hexagon model to the internal relationships among the Strong-Campbell Interest Inventory (SCII) General Occupational Theme scales. SCII intercorrelation matrices for both sexes as reported in the SCII Manual were submitted, separately for each sex, to TORSCA 9 nonmetric scaling analysis. The Wakefield and Doughtie procedure was used to compare obtained TORSCA coordinates with expectations from Holland's hexagonal model. As comparison, identical analyses were performed on Vocational Preference Inventory (VPI) scale intercorrelation matrices, these data having originally served as the basis for advancing the utility of the hexagon model. For females, the SCII-hexagon fit was not good, with a near reversal of the Social and Enterprising scales. For males, the SCII-hexagon fit was very good. For either SCII or VPI scales, the female data met expectations from Holland's model less often than the male data. A replication study on SCII data for 305 female clients of a vocational assessment clinic confirmed the previously observed sex differences. Sex differences associated with the items constituting the SCII General Occupational Theme scales were hypothesized to account for the observed configual differences between the sexes. (Author/GDC)

Klitgaard, Robert E. And Others

Cognitive Equality and Educational Policies: An Example from Pakistan.

Pub Date-May 79
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Comparative Analysis, *Differences, *Equal Education, Essay Tests, Foreign Countries, Government School Relationship, *High Schools, Humanities, *Institutional Characteristics, Private Schools, School Policy, Secondary Education, Secondary School Science, Socioeconomic Influences, Teacher Influence, Technical Reports, *Test Results
Identifiers-*Pakistan (Karachi)

It was concluded, in an empirical study of distributions of examination scores within secondary schools in Karachi, Pakistan, that intraschool inequalities in student achievement were relatively large; that variables for socioeconomic background and school policy did not explain the intraschool variations across schools; and that a school which was particularly equal on one test was not particularly equal on another. Data were gathered from a stratified random sample of 207 secondary schools, based on neighborhood socioeconomic status; type of school, including government, nationalized, or private; and the mix of male and female students. Results were analyzed from scores on tenth-grade essay tests in the humanities and sciences. Data on teacher characteristics were used to calculate student-teacher ratio and teacher experience. Schools were classified according to the median income of students' households. Based on results of the study, it was hypothesized that Karachi school personnel were indifferent to the intraschool variations or did not have effective means for closing the gap. Futher research, using longitudinal data, was recommended. (MH)

ED 181 074 TM 010 021

Gay, Gary R.

Elements Related to Student Success in Schooling and Education.

Alberta Dept. of Education, Edmonton. Ministers Advisory Committee on Student Achievement.

Pub Date-Aug 79

Note-82p.; For related documents, see TM 009 921-922

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academic Achievement, Affective Objectives, Cognitive Objectives, Community Characteristics, Correlation, Educational Accountability, Educational Assessment, *Educational Research, Elementary Secondary Education, *Environmental Influences, Evaluation Needs, Family Influence, Foreign Countries, *Institutional Characteristics, Predictor Variables, Psychomotor Objectives, Research Reviews (Publications), State Programs, Student Characteristics, *Success Factors

Identifiers-Alberta, Canada

Results of 53 studies correlating 113 school based variables and 149 environmental variables were tabulated and compared to the Goals of Basic Education for Alberta, 1978. School-based variables were represented by five categories: school facilities, personnel, teacher characteristics, classroom climate/practices, and curriculum. Environmental variables were characteristics of the population, home, community, and individual student. Goals were classified under one or more of four domains: cognitive, affective, psychomotor and process (investigative skills). Ninety percent of the environmental variables were found to be statistically significant vs. 73% of the school-based variables; 84% of the studies investigated cognitive goals, while 16% investigated affective goals. Psychomotor and process goals were virtually ignored. Some environmental and school-based variables were identified as being positively, negatively, or ambiguously related to cognitive or to affective goals; if known, the strength of the relationship was reported as a correlation coefficient. These studies supported the notion, reflected in the Alberta Goals, that schools, home and community all share responsibility for improving achievement and attitudes. Research on non-cognitive goals and on curriculum, and a regression equation for validly comparing studies was suggested to be needed. (The 53 studies are listed.) (CP)

ED 181 075 TM 010 026

Rolph, John E. And Others

Predicting Minority and Majority Student Performance on the National Board Exams.

Rand Corp., Santa Monica, Calif.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Medicine.
Report No.-Rand-R-2029-HEW
Pub Date-Nov 78
Contract-231-75-0614
Note-96p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Admission Criteria, Affirmative Action, Average Students, College Choice, College Entrance Examinations, Grade Point Average, Higher Education, Institutional Characteristics, Medical Schools, *Medical Students, *Minority Groups, *Occupational Tests, Predictive Ability (Testing), *Predictive Measurement, Predictor Variables, *Racial Differences, Sex Differences, Standardized Tests, Technical Reports, Test Results
Identifiers-*Medical College Admission Test, *National Board of Medical Examiners Examination

A study was conducted to predict performance of majority and minority students in medical school by analyzing results of the National Board of Medical Examiners (NBME), Parts I and II. Data were collected from members of the 1975 and 1976 graduating classes of nine medical schools, and included Medical College Admission Test (MCAT) scores, undergraduate grade point averages (GPA), undergraduate school attended, sex, race, and medical school characteristics. Race was coded as Black, Asian, and other (mostly Mexican-Americans or Puerto Ricans) for minority students. It was concluded that: broad aptitude measures of the quantitative and verbal parts of the MCAT had greater predictive power for minority students than for majority students; measures of general aptitude were better predictors than measures of past achievement for minority students; the selectivity of the undergraduate college had a statistically significant positive effect on majority students' performance; the effects of medical school differences in relation to compensatory education programs were weak; and, for majority and minority medical students with equivalent premedical school characteristics, the majority students could be expected to score higher than the minority students on the NBME in two out of three cases. (Implications of this study were discussed). (MH)

ED 181 076 TM 010 036

A Report to the Board of Regents on the Basic Competency Testing Program.

New York State Education Dept., Albany. Div. of Educational Testing.
Pub Date-May 78
Note-56p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Standards, Administrative Problems, *Administrator Attitudes, *Graduation Requirements, Handicapped Students, *High School Students, *Minimum Competency Testing, Private Schools, Public Schools, Remedial Programs, Senior High Schools, State Programs, *State Surveys, Student Testing, Testing Programs
Identifiers-New York, New York State Regents Examinations

New York state high school principals and superintendents were surveyed regarding their evaluations of the statewide minimum competency testing program for high school graduation. Program data were also supplied by the principals. It was concluded that: (1) 85 percent of eleventh grade students had completed the basic competency test graduation requirements (reading and mathematics); (2) 65 percent of tenth grade students had completed the basic competency test requirements for graduation; (3) for over half of all students who had not completed the requirements, administrative problems were the reason; (4) most public schools and one-half of the private schools offered remedial help to students who failed the tests; (5) most schools administered basic competency tests for the first time to ninth graders; (6) most school administrators felt the standards were appropriate or too low, and favored emphasizing life skills; (7) one half of the administrators would accept passing scores on the Regents tests in lieu of competency test passing scores; (8) many administrators endorsed a statewide minimum standard but felt it should be raised; and (9) many principals did not want the competency tests administered during the Regents examinations period, and wanted to exempt certain handicapped students. (MH)

Lockheed, Marlaine E.

Sex Bias in Educational Aptitude and Achievement Tests: What Do We Know? Draft.

Pub Date-Sep 79
Note-29p.; Paper presented at the Research Conference on Educational Environments and the Undergraduate Women (Wellesley, MA, September 13-15, 1979) ; Appendix may be marginally legible
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Tests, Aptitude Tests, *College Entrance Examinations, Complexity Level, Elementary Secondary Education, *Females, Higher Education, Item Analysis, Measurement Techniques, Psychometrics, Research Reviews (Publications), Sex Differences, *Sex Discrimination, Student Testing, *Test Bias, Test Construction, Test Interpretation, Test Items, Test Validity

Empirical studies are reviewed of sex bias and psychometric bias in aptitude and achievement tests. It is concluded that: (1) of four studies of sex bias, all found that the language used in the tests favored males, but, at the elementary-secondary level, sex bias has been decreasing; (2) of 15 analyses of psychometric bias, all found an item-by-sex interaction effect on performance; (3) of two studies which examined both sex and psychometric bias, one found a relationship between sex bias and sex differences in performance; (4) no evidence that changes in sex bias relate to changes in psychometric bias was noted; and (5) most recent studies of sex bias divert attention from the relative performance of males and females to the item difficulty within sex group; but do not point out that males outperform females overall on mathematics and science tests and that there are basically no items (by content or item type,) on which females outperform males. However, the author cautions interpreting this to imply innate sex differences in mathematical or scientific abilities because it has been determined that, given equal training, such differences disappear. (Author/MH)

ED 181 078 TM 010 039

Stelmach, George E.

Perceptual Organization in Motor Learning. Technical Report No. 472. Report from the Project on Studies of Instructional Programming for the Individual Student.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Pub Date-Dec 78
Note-60p.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cognitive Processes, Learning Processes, Literature Reviews, Memory, *Organization, *Perception, Perceptual Development, *Perceptual Motor Learning, Performance Factors, Recall (Psychological), Research Needs, Research Problems, Student Role, Technical Reports, Transfer of Training

The role of perceptual organization in motor learning is discussed, the literature is reviewed, and research findings are summarized. Measurement problems are discussed, including observations about motor skill learning. Four experiments are described which compare organized and random movement sequences. It is shown that organization (whether determined by the experimenter or by the learner) improves movement accuracy and reduces retention loss; and that individual memory representations, built up through structured movement sequences, are not locked to that organization, but have generality to other sequences. The importance of cognitive activity in motor skill learning is established. (Author/MH)

ED 181 079 TM 010 040

Status of Minimum Standards Remedial Programs in New Jersey. Final Report of Minimum Basic Skills Advisory Committee.

Pub Date-6 Sep 78
Note-61p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Standards, Advisory Committees, *Basic Skills, Educational Needs, Elementary Secondary Education, *Minimum Competency Testing, Program Administration, Program Descriptions, *Program Development, *Program Improvement, *Remedial Programs, *State Programs, State School District Relationship, State Standards, State Surveys, Testing Programs
Identifiers-New Jersey, New Jersey Minimum Basic Skills Program

The work performed by New Jersey's Minimum Basic Skills Advisory Committee in studying the state's remedial programs is described. The committee's findings are summarized, as are its recommendations for enhancing program effectiveness. Descriptions of data collection activities involve interviews with representative school districts, major education associations, and state department of education staff; and literature reviews. Four areas of concern were studied: design, development, and organization of remedial programs; program staffing; local-level organization of programs and personnel; and state responsibility. Twenty-nine observations and findings are noted, and several questionnaires used to collect data are appended. A total of 17 recommendations are presented, including: (1) the responsibility for remediation of basic skills rests with the local district, while the state department of education provides financial, technical, and evaluative services; (2) information is needed concerning the most effective program strategies; (3) funding guidelines should be reviewed; and (4) state efforts should be coordinated with federal funds and programs. (GDC)

ED 181 080 TM 010 041

Testing, Teaching and Learning. Report of a Conference on Research on Testing (August 17-26, 1979).

National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Oct 79

Note-433p.; Appendix contains extracts from The National Conference on Achievement Testing and Basic Skills, March 1-3, 1978 (printed February 1979)

Pub Type- Collected Works - Proceedings (021) - Reports - General (140)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-*Achievement Tests, *Basic Skills, Cognitive Processes, Culture Free Tests, Dictionaries, Educational Diagnosis, Educational Objectives, *Educational Research, Educational Trends, Electronic Data Processing, Language Arts, Learning Processes, Mathematical Concepts, Reading Achievement, *Student Testing, Teaching Methods, Technological Advancement, *Testing Problems, Writing Skills

Identifiers-Pennsylvania (Phildelphia), Philadelphia School District PA, Project TOROUE

The proceedings of the Conference on Research on Testing are presented, including the chairmen's and committees' reports. Invited papers are entitled: Educational Objectives and Educational Testing; Technology; The Sciences and Technologies; Mathematics; Mathematics: A View from the Schools; Information Processing Analyses of Mathematical Problem Solving; Reading; Writing; A School Perspective on Language; Automated Dictionaries; Some Emerging Trends in Testing; Cultural Consideration; African-American; Cultural Considerations; Hispanic-American; Instruction and Testing in the Philadelphia Public Schools; Project TOROUE; Diagnostic Models in Basic Mathematical Skills; and Effectiveness Measure in Reading. Extracts of some of the presentations at the National Conference on Achievement Testing and Basic Skills are appended. (MH)

ED 181 081 TM 010 042

Jantz, Richard K. And Others

The CATE: Children's Attitudes Toward the Elderly. Test Manual.

Maryland Univ., College Park. Center on Aging.; Maryland Univ., College Park. Coll. of Education.

Spons Agency-American Association of Retired Persons, Washington, D.C.; National Retired Teachers Association, Washington, D.C.

Pub Date-76

Note-78p.; For related document, see ED 142 860

Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Affective Behavior, *Affective Tests, *Age, Age Differences, Association Tests, *Attitude Tests, *Childhood Attitudes, Cognitive Processes, *Concept Formation, Elementary Education, Interviews, Knowledge Level, Norms, *Older Adults, Preschool Education, Semantic Differential, Visual Measures

Identifiers-*Childrens Attitudes Toward the Elderly, Test Manuals

The Children's Attitudes Toward the Elderly (CATE) is designed to assess the attitudes of children, ages 3 to 11, towards the elderly through analysis of the affective, behavioral, and knowledge components of attitudes. To achieve a balanced sample of test items for each domain, four measurement techniques are used: open-ended questions; semantic differential; picture series; and individual interviews, a Piaget-based technique designed to assess children's cognitive development in regard to concepts of age. For each subtest, the following information is given: administration, definitions and scoring, and validity and reliability. Norming data are included in the manual. The four subtests are appended. (MH)

ED 181 082 TM 010 043

Fraser, Barry J.
Test of Enquiry Skills Australian Council for Educational Research, Hawthorn.
Pub Date-79
Note-50p.
Available from-Australian Council for Educational Research Limited, P.O. Box 210, Hawthorn, Victoria, Australia 3122 ($12.50)
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Achievement Tests, Cognitive Ability, *Cognitive Tests, Content Reading, Foreign Countries, Junior High Schools, Junior High School Students, *Library Skills, Multiple Choice Tests, *Scientific Literacy, *Social Sciences, *Study Skills, Test Construction
Identifiers-Australia, Test Manuals, Test of Enquiry Skills

The Test of Enquiry Skills (TOES) is a group test designed to measure inquiry skills of junior high school students studying science, social sciences, or general studies. TOES is comprised of nine separate scales, each consisting of multiple-choice items. The following skills are measured: reference skills, including library usage, indexes and tables of contents; interpreting and processing information, including scales, averages, percentages and proportions, charts and tables, and graphs; and critical thinking in science, including comprehension of science reading, design of experimental procedures, and conclusions and generalizations. In addition to the test, the handbook is included and contains information on the scope, administration, scoring, and use of TOES as well as statistical information on samples, means, standard deviation, reliability, and percentage correct on each item. Instructions for administration and scoring, the score key, and answer sheet are appended. (MH)

ED 181 083 TM 010 044

Bye, Thomas J.

Tests that Measure Language Ability: A Descriptive Compilation.

Berkeley Unified School District, Calif.

Pub Date- Jun 77

Note-91p.; Document prepared in collaboration with the Bay Area Bilingual Education League

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adults, *Annotated Bibliographies, Elementary Secondary Education, Higher Education, *Language Dominance, *Language Proficiency, *Language Tests, *Primary Education

Identifiers-*Test Bibliographies

A collection of tests measuring language proficiency and/or language dominance is described; twenty-eight of the tests are commercially available and twelve are available from non-commercial sources. There are no evaluative judgments made. The descriptive information for each test includes: title; author; where to order (or where to inquire, for non-commercial tests); price (for commercial tests); date of publication; language versions available; age and/or grade level for which the test is appropriate; type of language proficiency measured; language skills which are tested; test administration, including materials needed, group or individual test, length of time to administer, and specific tasks to be performed; scoring, including method, time required, information on interpretation; and field testing information. (MH)

Hawisher, Margaret F.
Competency Testing: Annotated Bibliography.
Pub Date- Jun 79
Note-38p.
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Tests, *Annotated Bibliographies, *Basic Skills, Cost Effectiveness, Curriculum, Elementary Secondary Education, Graduation Requirements, Handicapped Students, Higher Education, Learning Readiness, Legal Problems, Mathematics, *Minimum Competency Testing, Performance Based Teacher Education, Program Descriptions, Reading Ability, School Districts, State Programs, *Testing Programs, Writing Skills

An annotated bibliography on minimum competency testing is arranged by subtopics: overview; basic skills; compensatory education; competencies; cost effectiveness; curriculum; district programs; graduation requirements; handicapped students; legal aspects; readiness; reading; writing; state programs; teacher education; tests; math; and testing. Journal articles, conference papers, reports, books, Educational Resources Information Center (ERIC) documents, state department of education standards, and tests are among the publications cited. (MH)

ED 181 085 TM 010 087

Massey, Sara R.

Instruments for Analyzing Network Functioning.

New England Teacher Corps Network, Portsmouth, N.H.
Pub Date-Sep 79
Note-31p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agency Role, College School Cooperation, Governing Boards, Meetings, *Networks, *Organizational Effectiveness, Personnel Evaluation, Program Effectiveness, Program Evaluation, *Projects, *Questionnaires, Rating Scales, Secretaries
Identifiers-New England Teacher Corps Network NH

The evaluation instruments contained in this publication are used by the New England Teacher Corps Network to gather information for writing proposals, restructuring meetings, obtaining feedback, setting directions, and analyzing the Network's functioning. These instruments can be used by other linking organizations. The instruments are used to evaluate: board or council functioning; executive secretary performance; activity assessment; and program impact. (MH)

ED 181 086 UD 018 595

District Survey : Policy Research Corporation Analyses. Final Report.
Policy Research Corp., Chicago, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-1 Jan 78
Note-464p.; Not available in paper copy due to reproducibility factors
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Admission Criteria, *Compensatory Education, *Compensatory Education Programs, Educational Objectives, Elementary Education, Evaluation Methods, *National Surveys, *Program Descriptions, Resource Allocations, Tables (Data)
Identifiers-Elementary Secondary Education Act Title I

This study, mandated by Congress in the Education Amendments of 1974, was designed to produce estimates which describe the goals of compensatory programs, program operating characteristics, and evaluation techniques in use in compensatory programs. For the purpose of the study, the population sample was defined as all operating public school districts with grades in the K-8 range that received ESEA Title I grants or both Title I and State compensatory education grants during 1975-76. The authors caution that although the findings from this survey may suggest evaluative interpretations, the survey was not designed for program evaluation. The following are specific questions which the survey addressed: (1) What is the distribution of program goals by funding source? (2) What is the distribution of program characteristics by goal? (3) What criteria are used to select schools and students to participate in compensatory programs, and how are funding allocations determined? and (4) How are various elements of the program evaluated and what is the correspondence between (a) evaluation emphasis and procedures and (b) program goals? Data were obtained through direct interviews with persons who carry major responsibility for compensatory education programs and through content analysis of secondary sources. The primary set of tables and graphs prepared for this study are appended. (RLV)

ED 181 087 UD 019 654

Hodes, Greg Kukuk, Cris

Psychological Variables Related to Educational and Career Development in a Group of Disadvantaged Minority Women.

Pub Date- 79
Note-29p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Basic Skills, *Blacks, Career Development, Educational Background, *Educational Interest, Employment Patterns, Employment Qualifications, *Females, *Occupational Aspiration, *Psychological Characteristics, Working Women

This paper presents the results of a pilot study which explored the relationship between temperament, interest, and ability and the educational and vocational development of 44 disadvantaged black females. Data used in the study were obtained from the Sixteen Personality Factor Questionnaire,'' the Occupational Interest Inventory,'' and the Employee Aptitude Survey.'' The variables considered included the following: (1) formal educational attainment; (2) participation in a career development program versus nonparticipation and higher versus lower rated participants; (3) underachievement in basic academic skills; (4) employment stability; and (5) exploitation of job leads. Significant simple correlations are reported and discussed, and multiple regression analysis is used to suggest hypotheses for future research. (Author/EB)

ED 181 088 UD 019 742

Montero, Darrel

The Elderly Japanese American: Aging among First Generation Immigrants.

Spons Agency-Carnegie Corp. of New York, N.Y.; Japanese American
Citizens League, San Francisco, Calif.; National Inst. of Mental
Health (DHEW), Rockville, Md.
Pub Date-16 Aug 78
Grant-5-R01-MH-12780-04
Note-45p.; Not available in paper copy due to reproduction quality of
original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Age Differences, Friendship, *Gerontology, *Japanese
Americans, *Older Adults, Political Attitudes, Sex Differences, Social
Life, *Social Relations, Voluntary Agencies
Identifiers-*Issei

The social disengagement theory suggests that older people often do not wish to maintain the same level of immersion in social relations as they did in their earlier years. Following this theory, then, social gerontologists suggest that voluntary mutual withdrawal takes place between the elderly and the rest of society. The present paper uses data from a national sample of Japanese Americans, along with a series of indicators of first-generation Japanese American's social participation (visiting patterns with friends and relatives, interest in political affairs, and membership in voluntary associations) to determine if there is a differential level of social participation by age or sex. The findings of this study suggest that the most common patterns which occur indicate that age is inversely related to social participation. With respect to interest in political affairs and organizational affiliation, the same pattern is true, with women reporting less interest than men. Thus, some support for the social disengagement theory is found. (Author/RLV)

ED 181 089 UD 019 754

Gittell, Marilyn And Others

Citizen Organizations: Citizen Participation in Educational Decisionmaking. Final Research Report.

Institute for Responsive Education, Boston, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Contract-400-76-0115
Note-295p.; For a related document, see UD 019 755; Some tables may not reproduce well
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Citizen Participation, *Community Involvement, *Community Organizations, Elementary Secondary Education, Intergroup Relations, Low Income Groups, Minority Groups, Organizational Effectiveness, Parent Associations, Parent Participation, Political Influences, *School Community Relationship, *School Policy, Urban Schools
Identifiers-California (Los Angeles), Georgia (Atlanta), Massachusetts (Boston)

This study examines the ways in which parents and other community members, especially urban minorities and the poor, participate in decisions that bear on the education of their children. Information concerning the role and effectiveness of community organizations in Atlanta, Boston, and Los Angeles over a 15 month period is summarized. The information provided includes: (1) an historical overview of the role that community organizations have played in the development of school policy; (2) a description of the study's research methods and procedures; (3) types and characteristics of community organizations; (4) organizational features and interrelationships; (5) organizational effectiveness; (6) organizational policies and policy goals; (7) the politics of school systems and community organization access; and (8) the influence of the city's political culture on community participation, particularly with regard to the issue of desegregation. References are provided for each of the areas discussed. (Author/EB)

ED 181 090 UD 019 755

Gittell, Marilyn And Others

Citizen Organizations: Citizen Participation in Educational Decisionmaking. Final Research Report: Appendices.

Institute for Responsive Education, Boston, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Contract-400-76-0115
Note-756p.; For a related document, see UD 019 754; Not available in paper copy due to print quality of original document
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
Descriptors-*Citizen Participation, Community Involvement, *Community Organizations, *Comparative Statistics, Elementary Secondary Education, *School Community Relationship, *School Policy, Urban Schools
Identifiers-California (Los Angeles), Georgia (Atlanta), Massachusetts (Boston)

These appendices include the data upon which "Citizen Organizations: A Study of Citizen Participation in Educational Decisionmaking Final Research Report" (UD 019 754) was based. Data are provided on the variables which shaped the character and role of community organizations concerned with the school systems and school policies of Boston, Atlanta, and Los Angeles. Information provided includes: (1) demographic and political profiles of the three cities studied; (2) school system profiles; (3) community organization profiles; (4) research methods and procedures; (5) questionnaire, interview and network data; (6) a brief review of the literature on organizational typologies. Data are presented in the form of text, tables, charts, and graphs. (EB)

ED 181 091 UD 019 792

Amarel, Marianne And Others

Reform, Response and Renegotiation; Transitions in a School Change Project.

Spons Agency-Ford Foundation, New York, N.Y. Education and Research Div.
Pub Date-79
Note-37p.; Report prepared by the Evaluation Collective
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Role, *Change Strategies, *Educational Change, *Educational Innovation, Elementary Education, Open Education, Parent School Relationship, *Staff Improvement, Teacher Attitudes, Teacher Participation

Outside participation in two elementary schools in a city undergoing ethnic change is analyzed. This outside group, known as the Facilitation Team, worked with teachers and parents to develop a more open and effective school. The experiences of the Team are described and the following conclusions are reported: (1) social forces tended to overwhelm efforts at innovation; (2) factions and interest groups influenced both the process and effect of innovation; (3) the work structure of the school and profession constrained teacher behavior; (4) the voluntaristic approach of the Team was ineffective against the traditional work structure; (5) it is difficult for innovation to succeed without active support at school and district levels; (6) most change occurred in the Team's ideas of how innovations are best introduced. (Author/WP)

ED 181 092 UD 019 831

Montero, Darrel Levine, Gene N.

Third Generation Japanese Americans: Prospects and Protents.

California Univ., Los Angeles.
Spons Agency-Carnegie Corp. of New York, N.Y.; Japanese American Citizens League, San Francisco, Calif.; National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date- 74
Grant-5-R01-MH12780-04
Note-15p.; Not available in paper copy due to the reproduction quality of the original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Aspiration, *Acculturation, Education, Intermarriage, *Japanese Americans, *Professional Occupations, Residential Patterns
Identifiers-California (Los Angeles)

Japanese Americans have attained a remarkable degree of assimilation, especially on the part of the Sansei, the second American-born generation. In a sample of Sansei studied, three in four report having at least one non-Japanese friend; only 24 percent adhere to Buddhism (as compared to 37 percent among the Nisei, the first American-born generation); 67 percent live in neighborhoods that are largely non-Japanese; and 40 percent of those that are married have non-Japanese spouses. Although these factors seem to indicate strong leanings toward assimilation, there are some countervailing data that indicate that although the local Japanese American community may decrease in importance, a national community bound by professional and ethnic ties may arise. (Author/WP)

ED 181 093 UD 019 838

Pearn, M. A.

Beyond Tokenism Equal Employment Opportunities Policies. Briefing Paper.

Runnymede Trust, London (England).
Pub Date-Jun 78
Note-13p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affirmative Action, Disadvantaged Groups, *Equal Opportunities (Jobs), Minority Groups, *Personnel Integration, Race Relations, *Racial Discrimination, *Racial Distribution, Sex Discrimination
Identifiers-*Great Britain, Race Relations Act 1976

At the national level, there is ample evidence of considerable racial inequality in employment in Britain. The two main components of this inequality are discrimination and disadvantage. Under the Race Relations Act of 1976, industrial tribunals are empowered to impose penalties on those who discriminate unlawfully, but the Act does not impose an obligation on employers to actively prevent discrimination. It is in the context of preventing discrimination that an Equal Employment Opportunity Policy (EEOP) is considered necessary. Very few employers in Britain have formulated EEOPs, unlike the situation in the United States where active government intervention and harsh penalties for offenders have made EEOP a reality. In Britain, however, statutory penalties are so light that most employers can budget for the risk. Employers vary in the degree of their commitment to equal employment opportunity. The most complete strategy is pursued by the employer who has recognized that his is not a white company with a multiracial workforce, but rather a multiracial organization. Ideally, an EEOP should refer to women as well as racial minorities, and should create procedures for bringing about change within the organization, indicating the direction in which the change should occur. (RLV)

ED 181 094 UD 019 864

Otto, Dale

Bilingual Day Care Programming for Asian Children.

Pub Date-Apr 79
Note-12p.; Paper presented at the National Association for Asian American and Pacific Education Conference (San Francisco, CA, April 25-27, 1979); Not available in paper copy due to reproducibility factors
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Asian Americans, Bilingual Education, Child Development, Day Care Programs, *Day Care Services, *Early Childhood Education, *Educational Needs, Parent School Relationship, Teacher Qualifications
Identifiers-California (Los Angeles), *Pacific Americans

Although children make up one third of the United States population, they receive only a small fraction of public resources. Our society's disregard for children is also manifested through television and through the court and educational systems. Asian and Pacific American children suffer disproportionately from the poverty and inadequate care that afflict millions of American children. Though few figures are available, some limited information about Asian Americans in Los Angeles helps to illustrate the critical situation in regard to child care. At least 1,000 children in Los Angeles's "Chinatown" are estimated to need care. However, the two programs available together serve only 200. One, Castelar Children's Center, is a large facility which emphasizes English and pre-public school preparation. The other, a small unlicensed facility which serves 20 children, is run primarily in Cantonese and emphasizes a blend of Cantonese culture and pre-public school skills. Castelar has little parent participation, while in the smaller center, parent involvement and community support are relatively high. Contrasts between the programs highlight certain criteria for adequate institutional day care: parent and community involvement, preparation of children for public schools, and bilingual teachers who are able to fulfill basic emotional and psychological needs of children. (Author/GC)

ED 181 095 UD 019 866

Yao, Esther Lee

School Teacher's Perception of Child-Rearing by the Chinese.

Pub Date-Apr 79
Note-9p.; Paper presented at the National Association for Asian American and Pacific Education Conference (San Francisco, CA, April 25-27, 1979); Not available in paper copy due to reproducibility factors
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Acculturation, *Chinese Americans, *Cultural Pluralism, Elementary Secondary Education, *Multicultural Education, *Parent Attitudes, *Parent Role, Parents, Students, *Teacher Attitudes, Teacher Education

This study compares teachers' perceptions of Chinese American child rearing practices with the perceptions of Chinese American parents. The sample populations consisted of teachers from the Houston area and Chinese immigrant parents from Los Angeles and Houston. A questionnaire solicited opinions on five topics: (1) whether American child rearing practices are better than Chinese; (2) whether Chinese American parents tend to be liberal or authoritarian; (3) whether Chinese American children should be completely Americanized; (4) whether Chinese American children perceive that their parents have high academic expectations; and (5) whether Chinese American parents should tell their children about Chinese customs. Results showed that both groups did not perceive American child rearing practices to be superior to Chinese practices. Chinese parents perceived themselves to be more liberal, less apt to expect academic achievement, and less willing to teach their children about Chinese culture than teachers perceived Chinese parents to be. Teachers who had been enrolled in multicultural courses tended to have a greater understanding of Chinese child rearing practices than did teachers who had not been exposed to the multicultural viewpoint. (Author/BE)

Ramos, Teresita V.

Bilingual Education and Public Policy in Hawaii: Linguistic Considerations.

Pub Date-Apr 79
Note-9p.; Paper presented at the National Association for Asian American and Pacific Education Conference (San Francisco, CA, April 25-27, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Asian Americans, *Bilingual Education, Bilingual Students, *Comparative Analysis, *English (Second Language), Filipino Americans, *Language Planning, *Language Research, Multicultural Education
Identifiers-*Hawaii

The author reports on a study of the acquisition of English as a second language by Filipino immigrant children in Hawaii, and recommends a comparative study of this kind across four or more Asian linguistic backgrounds and a comparison of the Hawaiian data with data from children of Hispanic backgrounds on the Mainland. The report concludes that the potential contribution of linguists is of profound importance to bilingual-bicultural education programs. (WP)

ED 181 097 UD 019 877

Macaranas, Federico M.
Education and Income Inequality among Asian Americans.
Pub Date-Apr 79
Note-40p.; Paper presented at the National Association for Asian American and Pacific Education Conference (San Francisco, CA, April 25-27, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Asian Americans, Chinese Americans, Educational Attitudes, *Education Work Relationship, *Equal Opportunities (Jobs), Filipino Americans, Higher Education, *Income, Japanese Americans, Nursing, *Racial Discrimination

The reduction of social inequalities through education is widely believed to be possible. In the past decade however, social scientists have increasingly questioned the posited conventional relationship between education and socio-economic equality. Factors other than the number of years and/or the quality of schooling have to be considered in explaining income levels, for example, labor market discrimination based on ethnic origin or sex. A review of three empirical studies was conducted focusing on: (1) the factors explaining income levels of Chinese, Filipino, and Japanese communities in the United States; (2) the educational attitudes and work/income opportunity perceptions of young Filipino Americans; and discrimination in the nursing labor market. With respect to the first study, school appears to be a highly significant explanatory variable for the incomes of Chinese, but not for

either Filipinos or Japanese. The second study shows the effect of attitudinal factors, such as the consumption view of education prevalent in the Philippines, on the motivation to obtain higher education. Based on resumes sent in response to advertised job openings, the third study concludes that racial discrimination exists in the middle management market for nurses, and that the disadvantage of a non-Anglo name is more significant for those born here in the United States. (RLV)

ED 181 098 UD 019 930

Doane, Ashley W., Jr.

Occupational and Educational Patterns for New Hampshire's Franco-Americans.

New Hampshire Civil Liberties Union, Manchester.

Pub Date-21 Aug 79

Note-87p.; Not available in paper copy due to reproduction quality of original document

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Acculturation, *Educational Status Comparison, *Employment Opportunities, Equal Opportunities (Jobs), *Ethnicity, Ethnic Relations, *Socioeconomic Status

Identifiers-*Franco Americans, *New Hampshire

Despite the fact that Franco-Americans make up at least 25% of the New Hampshire population, very little is known about their occupational and educational status. Research has shown that although assimilation has taken place, a distinct Franco-American subculture exists. This study examines the status of New Hampshire Franco-Americans and their relationships with the majority population. The reporting of French as a mother tongue (FMT) on the 1970 census or possession of a French surname are used as criteria in identifying the Franco-American population in New Hampshire. The age cohort analysis of educational attainment patterns indicates that while the FMT population has followed the overall societal tendency toward higher levels of education, there has been no change in their low status relative to the English mother tongue (EMT) population. Analysis of employment patterns indicates that the occupational status of the FMT population is substantially different from that of the EMT population FMT individuals are significantly underrepresented in the managerial and administrative ranks and among professional and technical workers. It is concluded that a system of ethnic stratification exists in New Hampshire and that, for the State's Franco-American population, ethnicity is a significant factor in determining socioeconomic status. (RLV)

Wong, Eugene Franklin

Learned Helplessness: The Need for Self-Determinism among the Chinese American Elderly.

Pub Date-Jun 79
Note-38p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attribution Theory, *Chinese Americans, *Ethnic Stereotypes, *Immigrants, Locus of Control, Motivation, *Older Adults, Psychological Characteristics, *Racial Discrimination, *Self Determination, Therapy

Chinese immigration to the United States in the 19th century was predominantly male. White racism led to the passage of Exclusion Laws, which severely restricted the immigration of the wives of the earlier migrants. This, coupled with miscegenation laws, has seriously affected the demographics of Chinese Americans. The underrepresentation of Chinese, and of Chinese elderly in particular, has hindered their ability to obtain their share of government attention. The underrepresentation of Chinese elderly is further complicated by the myth that Asian Americans have no social problems and that the Chinese elderly are cared for exclusively by their families. Recent studies have confirmed a sense of powerlessness or helplessness among the Asian American elderly. The Chinese elderly, suffering from such learned helplessness, have been assumed to exhibit passivity as a cultural trait. However, an analysis of the historical situation of Chinese immigrants shows that this may be an induced trait which is the product of American society. Fortunately, there is evidence that directive therapy can reverse the deficits produced by learned helplessness. (Author/RLV)

Burlew, Kathleen Hoard

Black Youth and Higher Education: A Longitudinal Study.

Pub Date- 79
Note-21p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Academic Aspiration, *Black Students, *Higher Education, *Locus of Control, Longitudinal Studies, Occupational Aspiration, *School Holding Power, *Self Concept

During the last decade, great strides have been made in the enrollment of black youth in colleges and universities. Despite these gains, at least two concerns remain. First, enrollment rates of black and white youth are not yet equal. Second, the retention rate among blacks who enroll is lower than that of white students. A longitudinal study of black youth, beginning with the senior year of high school and extending over a four year period, was conducted to examine the factors leading to entrance and retention in higher education. The study examines the attitudes, perceptions, and other nonacademic indicators that students had in high school as predictors of later educational attainment. In their senior year of high school, 140 black youth were questioned, and two and four years later, as many as could be located were again contacted. Sense of personal control, academic and application skills, educational aspirations, and parental expectations were measured. The findings support the following: (1) some of the factors that predict academic performance also predict educational attainment and retention in postsecondary education; (2) characteristics of black youth during their high school years predict later educational attainment; and (3) nonacademic indicators can be used to predict educational attainment among black youth. The nonacademic predictors considered important in this study included aspirations and expectations, self-perceptions, and others' perceptions. (Author/RLV)

ED 181 101 UD 019 950

Miller, Norman Maruyama, Geoffrey

Normative Influence in Desegregated Classrooms.

Pub Date-79
Note-27p.; Paper presented at the American Psychological Association meetings (New York, NY, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Change Agents, Changing Attitudes, Cooperation, Elementary Secondary Education, Friendship, *Minority Group Children, *Peer Acceptance, *Peer Influence, Race Relations, *School Integration, Student Improvement

The most accepted theoretical model for explaining how school desegregation produces academic benefits for minority children assumes that (a) school desegregation generates intergroup and interracial contact which (b) enables the achievement related values possessed by white children to be transmitted to minority students, which in turn (c) facilitates the academic achievement of these students through the internalization of achievement related norms as a result of peer acceptance or in anticipation of it. However, recent studies of this process, called normative social influence, have failed to support the above assumptions. Another possible influence on some academic gains in desegregated classrooms may be due to informational social influence, through which minority students may adopt behaviors that facilitate achievement without changes in personality. School desegregation as it is typically implemented does not create circumstances in which normative social influence can affect academic performance. Where minority students do exhibit gains, they are more likely the result of informational social influence and/or improved facilities. Cooperative learning techniques have also been shown to produce academic and attitudinal benefits in desegregated settings. (RLV)

ED 181 102 UD 019 954

Smith, M. Brewster

The Social Scientists' Role in Brown vs. Board of Education: A Non-Revisionist Appraisal.

Pub Date-79

Note-12p.; Paper presented at the meetings of the American Psychological Asssociation (New York, NY, September, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Justice, School Integration, *Social Problems, *Social Responsibility, Social Science Research, *Social Sciences, *Values

Identifiers-*Brown v Board of Education

The social scientist has a public responsibility which deserves as much attention as scientific and professional concerns. Some social scientists, retreating from this ideal, are now rewriting the history of the liberal movements of the 1960s. This revisionism, a product of contemporary neoconservatism, hinders the continuing efforts that social scientists must make in the struggle for social justice. As they did in the past, on issues such as school desegregation, social scientists must bring their disciplines to bear in the advocacy of stands on particular civil and political issues. (WP)

ED 181 103 UD 019 966

Williams, Audrey Y.
An Interdisciplinary Approach to College Compensatory Education.

Pub Date--75
Note-24p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, *Compensatory Education Programs, *Higher Education, Interdisciplinary Approach, *Language Arts, Nontraditional Students, *Open Enrollment, *School Holding Power
Identifiers-*City University of New York Bernard Baruch College

The City University of New York (CUNY) instituted an open admissions policy in 1970 which provides all New York City high school graduates with an opportunity to attend college. Given the wide academic range of students now attending CUNY, compensatory models are being developed and evaluated in order to effectively deal with skill deficiencies. Baruch College, CUNY, has developed a compensatory program, Communications Skills (CS), especially for the unprepared student. Initial placement tests determine which courses a student is allowed to take. Those scoring in the bottom third are assigned to two semesters of CS, which uses a holistic approach to building college language facility. A team of reading, speaking, and writing faculty meets with approximately 15-20 students for nine hours weekly. The academic history of two groups of entering CS students was followed to determine the effectiveness of the program. An analysis of the retention rate and of the academic averages of the two groups strongly supports the efficacy of the program. About one third of the CS students have registered for a fifth semester at college, a figure which compares favorably with non-CS students. (RLV)

ED 181 104 UD 019 972

Williams, Brenda T.

Educating for Cultural Diversity in the Elementary Schools.

Pub Date- 77
Note-12p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bias, *Cultural Differences, *Cultural Pluralism, *Curriculum Planning, *Elementary Education, *Ethnic Studies, Language Arts, Minority Groups, *Multicultural Education, Social Studies, Stereotypes

To understand the current emphasis on multicultural education, it is necessary to examine recent events which contributed to this movement and then to determine when multicultural education should begin in the formal education sequence. The pressure to implement ethnic studies programs has come from America's oppressed ethnic minority groups. The social unrest of the 1960s forced educators to establish programs to accommodate diverse needs of neglected minorities. The literature shows that children have well established prejudices even before entering school. It is therefore imperative to begin work with children as soon as possible before their prejudices and stereotypes become too firmly established. Further rationale for the early study of diversity is that during the student's impressionable early years he can be taught either conformity, to the detriment of meaningful living and learning, or he can be taught that personal identification and individuality are valuable assets. Schools must show that diversity is valued in personalities, backgrounds, cultures, and interests. Two of the curriculum areas in which this can be done are language arts and the social sciences. (Author/RLV)

ED 181 105 UD 019 977

Cook, Stuart W.

Opportunities for Future Social Science Contributions to School Desegregation.

Pub Date-Sep 79
Note-16p.; Paper presented at the American Psychological Association Annual Convention symposium 25 Years After Brown vs Board of Education Perspectives Prospects'' (New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Competition, Court Litigation, Elementary Secondary Education, *Group Activities, *Grouping (Instructional Purposes), Metropolitan Areas, *Race Relations, *School Integration, Self Concept, *Social Science Research

Social scientists can make two different types of contributions to school desegregation. One of these is to continue to collaborate with lawyers and judges in the legal proceedings necessary to convert the desegregation ideal into reality. The other is to greatly increase their collaboration with educators to make desegregation a more positive experience for students. With respect to legal action, social scientists can: (1) help determine the responsibility of State-level agencies in metropolitan school segregation; (2) help prevent the inschool segregation effects of grouping; and (3) help the Courts tailor desegregation plans to lead to effective education. Social scientists can also help educators in the innovation of promising programs. Working with cooperating interracial groups is one such program. Various educators have shown that the institution of competing interracial teams in the classroom greatly influenced school achievement, race relations, and self esteem. Effective desegregation remains one of the best hopes of closing the gap between our egalitarian ideals and the mistreatment of minorities. (Author/RLV)

ED 181 106 UD 019 988

Seeley, David S.

Winds of Change in New York City's Public Schools: Can Chancellor Macchiarola Set a New Course?

New School for Social Research, New York, N. Y. Center for New York City Affairs.

Pub Date-Feb 79

Note-17p.; Not available in paper copy due to institution's restriction

Journal Cit-City Almanac; v13 n5 Feb 1979

Pub Type- Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, Administrative Policy, *Administrator Evaluation, *Administrator Role, *Board of Education Policy, Budgeting, Collective Bargaining, Educational Administration, Elementary Secondary Education, Instructional Staff, Management

Identifiers-*Macchiarola (Frank), *New York City Board of Education

Many New Yorkers have given up on the public schools and on the chance for reform. However, the school system's new chancellor, Frank Macchiarola, seems to have both the necessary commitment to change and the administrative skills. Interim evaluations have been made of his performance, with the following results: (1) Staff Performance good work on appointments, strong initiatives in denying tenure to supervisors, has yet to develop a plan for dealing with inadequate teachers; (2) Management and Accountability started revamping central bureaus, revitalized direct services in high schools and in special education, has yet to improve current decentralized structure; (3) Priority Budgeting shifted funds from educational administration to direct services for children; (4) Use of Non-Budget Resources needs improvement, but has opened schools after regular instruction hours for community use; (5) Collective Bargaining avoided teachers strike, but failed to confront key issues, took tough stand on negotiations with school bus drivers, but failed to develop strong public support; (6) Emphasis on Academic Achievement has spoken of the need to ensure that all children learn and has taken first steps by establishing transitional classes for students held back a grade. Overall, although much remains to be done, Mr. Macchiarola's performance has been creditable in an extremely difficult situation. (Author/RLV)

ED 181 107 UD 019 993

Lester, Patricia Chu, Lily

Women Administrators: Feminine, Masculine or Androgynous?

Pub Date-79
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Personnel, *College Administration, *Females, Higher Education, *Sex Discrimination, *Sex Role, *Sex Stereotypes

Traditionally, masculinity and femininity have been conceptualized as being bipolar opposites of a single continuum. Recently, a new perspective has emerged which conceptualized masculinity and femininity as separate dimensions that can vary independently. From this concept has emerged androgyny, which denotes the integration of masculine and feminine traits in one person. The present study was designed to test the hypothesis that women administrators in higher education, being in nontraditional female roles, will tend to be androgynous. A sample of male and female administrators was questioned using various scales. The findings support the concept that masculinity and femininity are not bipolar opposites of a single continuum. The results also tend to support the hypothesis that women administrators in higher education are not necessarily less feminine than other women. Rather than losing their femininity, women administrators may have incorporated additional masculine traits. Men, on the other hand, tend not to be incorporating feminine traits into their personalities. (Author/RLV)

ED 181 108 UD 019 994

Miller, Frederick D. And Others

Community Activism and the Maintenance of Urban Neighborhoods.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-1 Sep 79

Grant-NIMH-MH-30673

Note-10p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1, 1979); Not available in paper copy due to reproduction quality of original document

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Community Action, *Community Involvement, *Community Organizations, Neighborhood, *Neighborhood Improvement, Organization, *Organizational Effectiveness, Urban Areas

Healthy and successful cities are built out of blocks and neighborhoods. Cities are too large and varied to be regarded or run as uniform entities. Block associations are proposed to be one of the major tools that are available for stabilizing and maintaining urban neighborhoods in a fashion that is both inexpensive and responsive to the needs of local residents. While the organizing of block associations has become quite common, little is understood about one of their principal problems, that is, it has often proved difficult to maintain informal and voluntary organizations for more than a few years. Residents often form groups to solve specific problems, and do not maintain them once the immediate difficulty has been alleviated. Three classes of variables that influence maintenance and effectiveness of block organizations have been identified: (1) the organization's tactics; (2) the resources that are available in the neighborhood; and (3) the organization's structure. (Author/RLV)

Gibbons, Arnold

Plan for Educational Technologies Program in the Formal Education System of Guyana.

Pub Date-19 Jul 79

Note-20p.; Paper delivered at the American Studies Department of the University of Miami (Coral Gables, FL, July 19, 1979); Not available in paper copy due to reproduction quality of original document

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Audiovisual Aids, *Educational Improvement, *Educational Programs, *Educational Technology, *National Programs, Programed Instruction

Identifiers-*Guyana

In order to overcome the problems confronting Guyana's educational system, this paper presents a plan for the utilization of modern technology radio, television, and other audiovisual media in all aspects of the system. Methods are outlined for the application of this technology to teaching methods and materials, teacher preparation, curriculum reform, independent learning, and research and evaluation. (WP)

ED 181 110 UD 020 003

Project Thrive: Enhancing the Black Family and Protecting the Children. A Final Progress Report.

National Urban League, Inc., New York, N.Y.

Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date-31 Dec 78

Grant-90-C-403

Note-49p.; Charts may be marginally legible

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Black Community, *Blacks, *Child Abuse, Community Information Services, Community Resources, Demonstration Projects, *Family (Sociological Unit), *Information Dissemination, Neglected Children, *Social Services

Identifiers-Indiana (Indianapolis), Ohio (Columbus), *Project Thrive, *Urban League

The National Urban League's Project Thrive was designed to ascertain and address the needs of black families, local agencies and policy makers as they pertained to child protection services. The project used the techniques of research, social planning, community organization, education and mobilization, and information and resource development, collection and dissemination to achieve the following goals: (1) to bring out information and issues regarding child protection in the black community; (2) to determine ways in which a child protective service can more effectively serve blacks; (3) to deliver comprehensive services to black families, consumers of child protective services, local agencies, and relevant regulatory bodies; (4) to devise and demonstrate methods of resource mobilization to prevent child abuse and neglect; and (5) to construct a model child abuse and neglect resource referral center. This report focuses on the major accomplishments, obstacles encountered, and ongoing effects of Project Thrive from its inception in 1975 to its conclusion in 1978. The cost, structure and staffing of the program are outlined. Background and project activities in the two demonstration sites (Indianapolis, Indiana, and Columbus, Ohio) are described. Implications for future policy and practice in child protection are discussed, and recommendations in regard to staffing, site location and future research activity are offered. (Author/GC)

Bullard, Robert D.

Efficacy of the Selection and Mobilization Theories in Explaining Black Political Participation.

Pub Date-Sep 78
Note-19p.; Paper prepared for the Annual Meeting of the Association of Black Sociologists (8th, San Francisco, CA, September 1-4, 1979)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Blacks, *Citizen Participation, Community Action, Community Involvement, *Participant Characteristics, *Political Attitudes, *Politics, Socioeconomic Status

There is a general agreement that participation in the political arena is not uniformly distributed across population groups. However, existing literature has failed to provide sufficient data on the efficacy of alternative models for predicting and explaining political participation among black citizens. Data reported in this study were obtained in interviews with a representative sample of adults in a predominantly black neighborhood. Interviews were conducted to determine the effect of socioeconomic status, political attitude, and community action involvement on black political participation. Two theoretical perspectives were investigated: selection theory (personal and attitudinal characteristics render individuals more likely to actively participate in political affairs) and mobilization theory (affiliation with voluntary associations or community action groups stimulates the individual to become active politically). The data indicated that both the selection and mobilization perspectives were supported. However, the selection model accounted for a larger amount of the variance in political participation of black residents. (Author/RLV)

ED 181 112 UD 020 005

Bullard, Robert D. Tryman, Donald L.
Issues Surrounding Blacks in the Housing Market: A Focus on Housing Discrimination Complaints in Houston, 1975-1978.
Texas Southern Univ., Houston.
Pub Date-Mar 79
Note-48p.; Prepared through the Department of Sociology
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Blacks, Government Role, *Housing Discrimination, Housing Patterns, Inner City, Migration, *Minority Groups, *Racial Segregation
Identifiers-*Texas (Houston)

A disproportionate number of black Americans continue to be ill-housed despite government efforts to overcome this problem. Five factors contribute to this: government policies, which often perpetuate unequal housing markets; the disproportionate number of minority families who are renters rather than homeowners; residential segregation and housing discrimination; black migration; and renewed interest in the inner city. A case in point is Houston, Texas, where despite the housing boom and changes in employment opportunities, housing discrimination complaints filed with the city's Fair Housing Division indicate that housing segregation and discrimination continue to pose a major problem. (WP)

ED 181 113 UD 020 006

Bullard, Robert D. Pierce, Odessa L.

Black Housing Patterns in a Southern Metropolis: Competition for Housing in a Shrinking Market.

Pub Date-79
Note-21p.; Paper presented at the Mid-South Sociological Association Meeting (Memphis, TN, October 31-November 2, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Black Housing, *Blacks, Housing Discrimination, *Housing Patterns, *Inner City, Public Housing, *Urban Renewal, Urban to Suburban Migration
Identifiers-*Texas (Houston)

Although the United States has been described as a nation of homeowners, homeownership is not uniformly distributed across population groups. The migration of individuals to Houston, Texas, has intensified the competition for decent housing in that city. The rapid population growth has also accelerated the competition between lower and middle-income residents for the neighborhoods of the central city. Spiraling housing costs have limited the single family home market to a select few. While the overall housing condition in Houston is booming, poverty pockets continue to exist amidst affluence. Black families are less likely to be homeowners than their white counterparts. The need for public housing far exceeds the supply. Residency in public housing reflects the segregated patterns of the city: blacks in black neighborhoods and whites in white areas. The movement of blacks to Houston's suburbs lagged behind that of whites. The percentage of blacks in the city's suburbs actually decreased between 1960 and 1970. Overall, the economic prosperity that Houston is experiencing has had little impact in reversing housing segregation levels. (Author/RLV)

ED 181 114 UD 020 012

Dent, Harold E.

Institutional Racism: A Barrier to Educational Change.

Pub Date-Jul 74
Note-17p.; Paper presented at the Conference on Democratic Education for American Society (Berkeley, CA, July, 1974)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Students, *Educational Change, *Equal Education, Equal Opportunities (Jobs), *Institutional Role, Minority Groups, Racial Discrimination, *Racism, School Integration, *Test Bias

Institutional racism remains a powerful force in American society, a reflection of the fact that the white majority which enjoys the benefits of racism is unable to see the destruction that racism works on others. Institutional racism is characterized by a set of organizational procedures, formal or informal, woven into the operational structure of an institution. This racism is deeply ingrained in all aspects of American life, and is particularly manifest in our educational institutions, so that minorities are not provided with the training needed to compete effectively in the job market. Attempts at public school desegregation in New York City and Berkeley demonstrate that minority students are placed at a disadvantage in terms of school size and distance of transportation to integrated schools. IQ tests are another example of a discriminatory procedure that is masked as a scientific enterprise. Higher education reveals these same propensities and conveniently excuses itself from its responsibility toward understanding the needs and outlook of minority students. It is necessary that all educational institutions cease focusing on the student as a source of failure and focus instead on themselves and their role in institutional racism. (WP)

Dent, Harold E. Williams, Robert L.

Psychological Testing of Black People; A Position Paper.

National Association of Black Psychologists, Washington, D.C.
Pub Date-Sep 73
Note-16p.; Paper presented at the American Psychological Association Annual Meetings (Honolulu, HI, September, 1972) and (Montreal, Canada, September, 1973); Not available in paper copy due to reproduction quality of original document
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Blacks, *Black Students, *Equal Education, *Intelligence Tests, Labeling (of Persons), Minority Groups, *Psychological Tests, *Racial Discrimination, *Test Bias, Test Interpretation

The psychological testing of blacks and other minorities inflicts dehumanization upon them by subjecting them to culturally-biased examinations. These tests are defended on "scientific" grounds, although it is evident that they are simply a form of institutionalized racism. Standardized tests of intelligence reflect a middle-class white bias that makes little allowance for minority participation in the development of these tests. The most deleterious effect of these tests is to place minority children in special slow-learner classes where they develop a low self-esteem. The classifying of students according to their performance in these tests greatly limits the range of educational opportunities available to them. These tests, because of their inherent bias, must be dropped as a tool for measuring intelligence. (WP)

ED 181 116 UD 020 014

Dent, Harold E.
Assessing Black Children for Mainstream Placement.
Pub Date-76
Note-16p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Students, *Intelligence Tests, *Labeling (of Persons), Mainstreaming, Psychological Testing, *Psychological Tests, Retarded Children, School Personnel, Special Education, *Test Bias

Large numbers of black children are being inappropriately labeled as handicapped. One study in California has shown that as many as 75% of the minority students in public school programs for the educable mentally retarded were not, in fact, retarded. In many instances a student's behavior, rather than pure academic performance, was the primary basis for placement in a special education class. Culturally-based IQ examinations also result in placing a disproportionate number of minority students in these classes.

Educational assessment should take cognizance of students' cultural background and experience and identify specific educational needs of the student, rather than focusing on inferred intellectual deficits. Assessors should also develop sensitivity to the environmental factors influencing the cognitive styles of minority children. The assessment of black students must be based on the same principles of objectivity that govern all psychological assessment. (WP)

ED 181 117 UD 020 015

Mayher, John S. Brause, Rita S.

Bilingual Education at the Bilingual Center, 1977-1978: An Evaluation.

New York City Board of Education, Brooklyn, N.Y.
Pub Date-Jul 78
Note-101p.; Table 24 (Second Grade Bilingual School Spanish Dominant Metropolitan Achievement Test Elementary Mean Grade Equivalents) is not included because of unavailability from institutional source
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Academic Achievement, *Bilingual Education, Elementary Education, English, *French, Multicultural Education, Preschool Education, Private Schools, Program Evaluation, Public Schools, *Spanish, Staff Improvement, Teacher Role, *Yiddish
Identifiers-Bilingual Education Act 1968, *New York (New York)

This evaluation focuses on a project concerned with establishing bilingual/bicultural education for New York City children from homes in which English, French, Spanish, or Yiddish is spoken. The goals, strategies, target population, and staff, parent and student activities of the program, which involved pre-kindergarten through fifth grade students in public and private schools, are described. Evaluation methods used to measure student progress in language development and reading, cognitive and social development, mathematics, science, and culture studies are discussed. The measurement and achievement of adult objectives (such as interpersonal growth and professional development) by the teaching staff are also reviewed. The following student achievement data are presented: (1) end of year reading achievement for public and private school groups, grades K-5; (2) pre/post program reading performance, by language dominance (English, French, and Spanish only), grades 2-5; (3) French reading performance, grades K-4; (4) Spanish reading performance, grades 2-5; (5) concept development by language dominance, for public and private school groups, pre-kindergarten; (6) end of year mathematics achievement for public and private school groups, grades K-5; (7) pre/post program mathematics performance, by language dominance, grades 2-5. The all-around positive results of the program are hailed in the evaluation. (GC)

Carin, Arthur A.

E.S.E.A. Title VII Multilingual Programs (S.U.B.E., AVANTI, HABILE), Final Report, 1977-78.

Community School District 32, Brooklyn, N.Y.
Pub Date-78
Note-89p.; Not available in paper copy due to reproduction quality of original document
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, *Bilingual Education, Elementary Schools, Elementary Secondary Education, *French, *Haitian Creole, *Italian, Junior High Schools, Mathematics, *Multicultural Education, Parent Participation, Program Evaluation, Reading, *Spanish, Staff Improvement, Teacher Role
Identifiers-Bilingual Education Act 1968, *New York (Brooklyn)

This evaluation covers the Spanish, Italian, and Haitian bilingual components funded through Title VII in Brooklyn, New York's Community School District 32. The three programs discussed are: (1) S.U.B.E. (Success under Spanish Bilingual Education), for grades K-6; (2) AVANTI (an approach to Italian bilingual education), for grades 1-9; and (3) HABILE (Haitian Bilingual Education), comprising both Creole and French as well as English for grades 1-8. Each program is described in terms of objectives, implementation, staffing, student participation, staff development, parent involvement, school and community activities, and evaluation procedures. Student achievement data, in the form of pre/post program test scores in reading and mathematics, are presented. It is recommended that all three programs be continued, although criticism and suggestions for improvement are noted. Consultants' resumes, evaluation forms, and observation guides are appended to the report. (GC)

ED 181 119 UD 020 019

Tilis, Howard S.

Evaluation of the 1977-1978 United States Elementary & Secondary Education Act Title I and Impact Aid Programs in Community School District Community School District 6, New York, N.Y.

Pub Date-78
Note-66p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, *Compensatory Education, Elementary Schools, Elementary Secondary Education, *English (Second Language), Junior High Schools, *Mathematics Education, Private Schools, *Program Evaluation, Public Schools, *Reading Programs, Underachievers
Identifiers-*Elementary Secondary Education Act Title I, *New York (New York)

This evaluation focuses on the following components of New York City's District 6 Title I umbrella program: (1) a corrective reading program for grades 3-6; (2) junior high school supplementary reading labs; (3) compensatory mathematics labs for grades 3-9; (4) English as a Second

Language (ESL) for Hispanic children in grades 1-9; (5) Project Striver, designed to raise the achievement level of marginal underachievers in grades 1-6; and (6) Project Success, for children functioning 3 or more years below grade level in reading and math. These programs were all present in the district's public schools. In addition, the evaluation covers: (7) a Title I reading program implemented in seven private schools in District 6. Concentrated upon are achievement data, structured observations, interviews, and the perceptions of the program by the Title I teachers and school administrators. Each component program is described in terms of target population, objectives, methods, evaluation procedures, and results. Copies of teacher surveys and collected survey responses are also included. Separate conclusions and recommendations are offered for each program. The overall effectiveness of Title I in District 6 is cited. (GC)

ED 181 120 UD 020 020

Dederick, Judith Garrettson And Others

Follow Through Program 1977-1978. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Aug 78

Note-72p.; Evaluation completed by the Center for School Development in consultation with the Office of Educational Evaluation

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Achievement, *Compensatory Education Programs, Early Childhood Education, Health Services, *Parent Attitudes, Program Evaluation, *Self Esteem, Student Ability, Student School Relationship, *Teacher Attitudes

Identifiers-*Elementary Secondary Education Act Title I, *Follow Through Program, New York (New York)

The report evaluates the Follow Through Program in New York City, a federally-funded early childhood program with wide-ranging services and extensive goals. This evaluation considers not only the academic achievement of students in this program but also factors such as classroom dynamics, teacher attitudes, children's self-esteem, and parental perceptions. It reports that the results of the Follow Through program were largely successful, in that students involved had positive school experiences and generally matched or exceeded the normative rate of academic growth. It is also reported that teachers and parents reacted favorably to the program. Appendices include evaluation instruments and data and analysis tables supplementary to the ones given in the main body of the text. (Author/WP)

ED 181 121 UD 020 021

Cervenka, Edward J. Cervenka, S. B.

Final Evaluation Report for the Rafael Cordero Bilingual School (At J.H.S. 45), 1977-1978, Funded Under an ESEA Title VII Grant.

Community School District 4, New York, N.Y.
Pub Date-1 Dec 78
Grant-G007503636
Note-59p.; Not available in paper copy due to reproduction quality of original document
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, *Bilingual Education, Junior High Schools, Mathematics, Multicultural Education, *Program Evaluation, Reading Programs, *Spanish Speaking, *Staff Improvement, Student Attitudes, Teacher Attitudes
Identifiers-*Bilingual Education Act 1968, *New York (New York)

This evaluation focuses primarily on student achievement in a Title VII bilingual/bicultural education program at Junior High School 45 in New York City's East Harlem. The program, which served approximately 325 predominantly Hispanic students in 1977-78, is described in terms of its instructional components, student grouping, evaluation procedures, and staffing. Data are presented on student achievement in English reading, Spanish reading, mathematics performance in both languages for English and Spanish dominant students, and student attitudes (achievement motivation). In addition, a staff development component of the Title VII program is described and teachers' opinions presented. It is concluded that: (1) the seventh grade English dominant group failed to achieve all of its four performance objectives; (2) the seventh grade Spanish dominant group demonstrated a mixed pattern of achievement; (3) eighth grade English dominant students, as a group, achieved their performance objectives for all areas except math in English; (4) the eighth grade Spanish dominant group achieved all of its four objectives; and (5) though staff attitudes toward the program are generally positive, there is still a need for improving training in the areas of management skills and teacher attitudes. Appended to the report are copies of instruments used in the evaluation. (GC)

ED 181 122 UD 020 022

Final Evaluation Report, School Year 1977/78. Part I: ESEA Title I. Part II: Impact Aid Programs.

Community School District 7, Bronx, N.Y.
Pub Date-78
Note-196p.; Not available in paper copy due to reproduction quality of original document ; Prepared through the Office of Funded Programs
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Basic Skills, Bilingual Education, *Compensatory Education Programs, Elementary Secondary Education, *Minority Groups, *Program Evaluation
Identifiers-*Elementary Secondary Education Act Title I, *Impact Aid Programs, New York (New York)

This report determines the congruence between the designs of the ESEA Title I and Impact Aid Programs and the actual implemented products, and also assesses the worth of these programs in terms of their outcomes. The aims and purposes of programs relating to the strengthening of verbal (including bilingual) and mathematical skills among elementary and junior high school students are discussed; observed programs are described; and evaluations are presented. Recommendations are included for each area and the report is buttressed by pretest and posttest scores which aid in evaluating the effectiveness of the programs. Tables are included. (WP)

ED 181 123 UD 020 023

Fox, Louise W. And Others

Bilingual-Bicultural Program, Dist. 2, Final Report, 1977-78.

Community School District 2, New York, N.Y.
Pub Date-78
Grant-G007604682
Note-42p.; Funded by ESEA Title VII Grant
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Asian Americans, *Bilingual Education, Bilingual Students, Bilingual Teachers, *Chinese Americans, Elementary Education, *Multicultural Education, *Spanish Speaking
Identifiers-*Bilingual Education Act 1968, *New York (New York)

This report evaluates the bilingual-bicultural program in a New York City School District where more than half the 20,000 school children are of Asian (mostly Chinese-American) or Hispanic background. The goal of the program was to provide for the linguistic and academic needs of these children and to capitalize on their native language proficiency while competency was developed in English. The following factors are analyzed: instructional activities, staff development, community and parent involvement, curriculum development, and resource centers. The involvement and attitudes of teachers in the program are reviewed, with special attention to the usefulness of college courses relating to bilingual education; and a report by an outside observer on the effectiveness of the program is included. The evaluation design and methodology are described. Tables are presented and summarized along with the conclusions reached by the evaluators on the effectiveness of the program. (WP)

ED 181 124 UD 020 024

Sanchez, Lillian L.

Final Evaluation Report, 1977-78, Title VII ESEA Bilingual School Complex.

Community School District 8, Bronx, N.Y.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date-78

Grant-G007503697

Note-72p.; Not available in paper copy due to reproduction quality of original document; Pre and Post Test Data Report and principals' statements reviewing the evaluation have been deleted due to reproducibility factors

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bilingual Education, *Bilingual Schools, *Bilingual Students, Elementary Education, Multicultural Education, Program Descriptions, *Program Evaluation, Spanish Speaking

Identifiers-*Bilingual Education Act 1968, *New York (New York)

This report evaluates the bilingual programs at six public schools in New York City whose basic goal was the development and maintenance of proficiency in two languages, Spanish and English, in a multicultural setting. The evaluation procedure entailed interviews with supervisors, teachers, and parents as well as testing, visits to classes, and examination of training and instructional materials. The report includes detailed observations of each of the six schools with special attention to the curriculum tools used in each locale. It concludes with an evaluation of the program and recommendations for its more effective implementation. Tables of pretest and posttest data are provided. (WP)

ED 181 125 UD 020 025

Fox, Louise W. And Others

Final Report, ESEA Title VII, Program for Achievements in Chinese, English and Spanish (PACES), 1977-78.

Community School District 2, New York, N.Y.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date-78

Grant-G007700415

Note-39p.; Not available in paper copy due to reproduction quality of original document

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bilingual Education, Bilingual Students, Bilingual Teachers, *Chinese, English (Second Language), Junior High Schools, *Multicultural Education, *Non English Speaking, Program Evaluation, *Spanish Speaking, Teacher Education

Identifiers-*Bilingual Education Act 1968, New York (New York)

This report reviews the bilingual program of a New York City school district (with large concentrations of students of Chinese and Hispanic backgrounds) whose goals were the training of bilingual personnel, the development of a bilingual-bicultural curriculum, and the development of a bilingual resource center. Discussed are: the implementation of the program and evaluation plans; teacher attitudes on college training in bilingual education; and an observer report on the effectiveness of the district's bilingual program and data on instructional objectives. Conclusions and recommendations are included. (WP)

ED 181 126 UD 020 026

Financial Handbook for Parent Associations.
New York City Parent Foundations, Brooklyn, N.Y.
Spons Agency-New York City Board of Education, Brooklyn, N.Y.
Pub Date-15 Aug 79
Note-23p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Budgeting, *Money Management, *Parent Associations
Identifiers-New York (New York)

This handbook is designed to aid parent associations in the New York City schools to better manage their financial responsibilities. After discussing the nature of Budget and Audit Committees, the handbook stresses the need for a budget and the items to be included in it. The areas of management, recordkeeping, and auditing are delineated. (WP)

ED 181 127 UD 020 027

Smith, Susan G.

Legal Issues in the Classification of Handicapped Children in New York City; Special Report No. 1 in a Series: Assuring Equal Educational Opportunity for Handicapped Children in New York City.

New York City Board of Education, Brooklyn, N.Y. Office of the Deputy Chancellor.

Pub Date-May 77

Note-211p.; Not available in paper copy due to reproduction quality of original document; Some pages may be marginally legible

Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Classification, Due Process, Elementary Secondary Education, *Equal Education, Exceptional Child Education, *Handicapped Students, Intelligence Tests, *Labeling (of Persons), *Legal Responsibility, Mainstreaming, Minority Groups, Public Schools, *Special Education

Identifiers-Education for All Handicapped Children Act, *New York (New York)

Recent legal decisions, coupled with Federal and State statutes, require the New York City Board of Education to follow definite guidelines in providing equal educational opportunities for its handicapped children. Among the problems raised are those of classification and labeling, criticized by some as a procedure that focuses more on pathology than on a child's assets; exclusion and special education assignments, which raise questions of equal educational opportunity and due process; and IQ testing, which is often seen as culturally biased and resulting in the disproportionate placement of minority children in special education classes. Even with more stringent legal regulations that guarantee due process and equal protection, more effort is needed in refining the use of labeling to meet individual needs, in encouraging mainstreaming where possible, and in insuring nondiscriminatory testing procedures. Appendices include abstracts of legal cases and regulations of governmental agencies relating to handicapped children. (WP)

ED 181 128 UD 020 028

Minimum Teaching Essentials: Scope & Sequence, Grades K-9. Experimental Curriculum Bulletin.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Pub Date-77
Note-770p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF05/PC31 Plus Postage.
Descriptors-*Basic Skills, Bilingual Education, Career Education, Child Development, *Curriculum Guides, *Elementary Education, *Elementary School Curriculum, English (Second Language), Fles, *Junior High Schools

This experimental curriculum bulletin provides an overview of all subject areas with a specific focus on basic skills and knowledge. Its purpose is to provide administrators, teachers, parents, and other members of the educational community with access to a comprehensive resource that identifies the body of knowledge and skills to be taught for each grade level. The bulletin begins with a broad overview of each subject area. Statements of the philosophy, goals, and guidelines for bilingual education and career education are included. English as a second language and foreign languages in the elementary school are treated by levels. The reading component identifies and describes the important skill areas needed for a developmental reading program. Specialized subjects for the intermediate or junior high school are presented course by course. All other curriculum subjects within a grade level are grouped together. (Author/RLV)

ED 181 129 UD 020 029

New York City Community School District System; As Established by the Education Law of New York State and Amendments through December 31, 1978.

New York City Board of Education, Brooklyn. Div. of Public Affairs.
Pub Date-31 Dec 78
Note-38p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Boards of Education, *Community Schools, *School Administration, School Community Relationship, *School District Autonomy, *School Districts, School District Spending, School Personnel, *School Systems
Identifiers-*New York (New York)

This is the text of the law governing the New York City Community School District System. The law defines the relationship of the Board of Education of the City with the Community School Districts and the means by which the Community Districts are to be governed. The composition of the District School Boards and the election procedure for them are delineated. Also described are the powers and duties of the District Boards, the Community Superintendents, the City Board, and the Chancellor. Finally, the law considers budgetary matters and appointment of teaching personnel. (WP)

ED 181 130 UD 020 030

New York City Regional Annual Plan (1976-77) and Long Range Plans (1977-81) for... Comprehensive Occupational Education.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.

Pub Date- 76

Note-434p.; Not available in paper copy due to reproduction quality of original document; Some pages may be marginally legible

Pub Type- Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Education, Elementary Secondary Education, Handicapped, Minority Groups, *Noncollege Preparatory Students, *Occupational Guidance, Postsecondary Education, Sex Discrimination, Technical Education, Trade and Industrial Education, Vocational Counseling, *Vocational Education, Vocational Education Teachers, *Vocational High Schools

Identifiers-*New York (New York)

Within the context of occupational education planning, this report proposes a region-wide coordinated system that is responsive to the needs of all segments of the city's population, as well as to the specific needs of each individual. Occupational education, it is indicated, will be successful in the city's high schools only if it emcompasses career education, that is, the blending of work experience with regular school courses and programs. Supportive and training services are proposed for out-of-school youth and adults, especially for minority youth who suffer disproportionately higher unemployment rates and need greater opportunities in skills development. Goals, objectives, and activities for occupational and career education are provided, and factors such as staffing, curriculum, facilities, community relations, and counseling are discussed. Tables provide data on occupational programs on the secondary level, occupational training for adults and college students, enrollment by sex in occupational education, and student enrollment. (WP)

Suggested Minimum Standards of Pupil Performance; Prekindergarten-Grade Nine.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date-73

Note-151p.; Not available in paper copy due to reproduction quality of original document

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, *Academic Standards, Art Education, *Elementary Secondary Education, Health Education, Home Economics, Industrial Arts, Language Arts, Mathematics Education, Music Education, Physical Education, Sciences, Second Language Learning, Social Studies, *Student Evaluation

It is stated that a consideration of minimal outcomes is feasible and crucial to educational improvement and to pupil gain both in learning and in personal development. This guide has therefore been designed to present the fundamental core of learnings to be derived from the educational experience of the elementary and intermediate school levels. The observable achievement standards for each of the 12 subject areas in this volume have been grouped into spans of grade levels. Differentiation in types of learning has been specified by the categorization of behaviors into: (1) skills; (2) knowledge and concepts; and (3) attitudes, appreciation, and values. Each statement is behaviorally structured for observable performance as the measure of pupil achievement. (RLV)

ED 181 132 UD 020 040

Holliday, Bertha G.

Desegregation and Black Colleges: A Tangled Web of Policy, Politics and Practical Myths.

Pub Date-79

Note-29p.; Paper presented at the symposium on "Issues in Desegregation in Higher Education: Black Colleges and Universities" at the Annual Meeting of the American Psychological Association (New York, NY, 1979); Not available in paper copy due to author's restriction

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Black Colleges, Educationally Disadvantaged, *Equal Education, Federal Programs, *Government Role, *Higher Education, Racial Discrimination, *Racism, *Resource Allocations, State Aid

Identifiers-Higher Education Act Title III

Federal, State, and private entities combined efforts and deliberately created this country's dual racial system of higher education. This dual system is characterized by distinctions in the racial composition of students and faculty, and by more salient and inequitable distinctions in patterns of funding, growth, and development. Black colleges were established as part of a social system of enforced racial exclusionary practices. However, both Federal and State policies have evolved into seemingly contradictory thrusts. In the interest of diversity, the Title III program seeks to strengthen historically black colleges, while at the same time concern for civil rights is reflected in desegregation efforts which could eliminate these colleges. These contradictions have generated policies which are uneven and often inequitable in their impact on black colleges. (RLV)

Joice, Wendell
Sex Differences in Self-Actualization of Black College Students. Research Report Pub Date-Jul 79
Note-13p.; Not available in paper copy due to reproduction quality of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Blacks, Higher Education, *Psychological Characteristics, *Self Actualization, *Self Concept, *Sex Differences
Identifiers-Howard University DC, Personal Orientation Inventory

Much attention has been devoted to issues stemming from the hypothesized differential impact of the American experience on black males and females. Earlier studies of these issues were predominantly concerned with self concept. However, little consistency has been found in the studies of black self concept. A more appropriate construct should be utilized to present the dynamics of the black experience. One possibility is self actualization, which is defined as the push toward actualization of inherent potentials. A measure of black self actualization also has implications for satisfaction of physiological love, safety, belongingness and other survival needs. If the black experience has had a substantially different impact on males and females, then such a difference might be reflected in both their levels of satisfaction of survival needs and their levels of self fulfillment. Using the Personal Orientation Inventory, this study measured the self actualization of black male and female college students. The analysis indicates that there was no difference found in terms of time competence (the extent to which one lives one's life in the present) and that black females were significantly more inner directed (extent to which one is independent and self supportive) than black males. (Author/RLV)

ED 181 134 UD 020 042

Joice, Wendell
High School Activity Patterns of Currently Enrolled Howard University Persons. Research Report Pub Date-Jul 79
Note-14p.; Not available in paper copy due to reproduction quality of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Clubs, *Cocurricular Activities, *College Freshmen, *Higher Education, High Schools, *Self Concept, *Sex Differences, *Student Organizations
Identifiers-Howard University DC

Student activism of the seventies has changed from the highly visible, extracurricular sociopolitical activism noted in the sixties. This study examines the high school activity patterns of 63 currently enrolled Howard University freshmen. These students tended to be more active in school related extracurricular activities than in church related or social-group activities. Sex differences in frequency of participation were noted only for church related activities, with females showing more frequent involvement than males. The major finding was that students with higher self concepts tended to be more active in extracurricular activities than those with lower self concepts. (Author/RLV)

ED 181 135 UD 020 043

Joice, Wendell

The Impact of College on Black Freshmen.

Pub Date-Jul 79

Note-16p.; Not available in paper copy due to reproduction quality of original document

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Black Colleges, *Black Students, *College Freshmen, Higher Education, Low Ability Students, *Self Actualization, *Self Concept, *Self Concept Tests, *Sex Differences

Identifiers-Brookover Academic Self Concept Scale, *Howard University DC, Personal Orientation Inventory, Tennessee Self Concept Scale

This study examined the impact of college on self-actualization and self-concept of 125 black freshmen at Howard University. The sample included both regular and conditional students, the latter characterized by marginal academic skills. The report indicates that the sexes behaved differently on the examinations and that participation in a compensatory education program had a significant impact on female self-concept scores. It is also noted that students admitted conditionally suffered a decrease in their academic self-concept scores. Statistical tables are included. (WP)

ED 181 136 UD 020 045

Limmer, Ruth

How Well Are We Housed? 3. Blacks.

Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Pub Date-Feb 79
Note-22p.; Photographs may not reproduce well
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Housing, *Blacks, *Housing Deficiencies, *Housing Patterns, Income, Older Adults, Racial Discrimination, Tables (Data)

Blacks are housed poorly compared to the total American population. Black housing suffers frequently from deficiencies in every category except heating and electricity. It is estimated that 37% of blacks, but only 20% of the total population, need to spend more than a quarter of their cash incomes to live in unflawed, uncrowded housing. The probability of blacks living in inadequate housing depends on the following factors: (1) income; (2) age, poor black households whose heads are over 65 have a much higher likelihood of being ill-housed than comparable white households; (3) sex and household size, a poor household of six or more people has a very sizeable chance of being ill-housed, but a poor black man, living alone, has the greatest chance of all; (5) race, the impact of discrimination must be regarded as adding to the probability of blacks being ill-housed. (Author/RLV)

ED 181 137 UD 020 053

Griffin, Robert M., Jr. And Others

Urban Environmental Factors and Personal Well-Being; Findings of Exploratory and Methodological Research.

Pennsylvania State Univ., University Park. Coll. of Human Development.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Aug 79
Grant-NSF-ERS-77-21295
Note-342p.; Not available in paper copy due to reproduction quality of original document; Some tables may be marginally legible
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavior Patterns, Family Environment, *Health, *Locus of Control, *Mental Health, Neighborhood, Psychological Characteristics, *Psychological Studies, Social Class, *Urban Environment, Work Environment

In the conceptual scheme for this research study, urban environments were viewed as related to personal well-being by control-seeking and support-seeking behaviors and the psychological consequences of obtaining these goals. Measures of predispositions to these behaviors were found to be related to observed behavior variables. Predispositions to dominant behaviors were defined as expected direct, forceful and authoritative behaviors by self, and these measures were related to expected degree of personal control over relations with environments. Subordinate dispositions were defined as preferences to follow the personal directions and examples of others, and these were associated with variable expectations with regard to the degree of this personal support. In-depth interviews were conducted to identify dimensions of work and home environment that may facilitate control and support. The attributes of the systems which facilitate personal control appear to differ, and often to conflict, with those which facilitate personal support. Attributes of both work and home environments were identified to permit analysis of the relative contribution of different environments to personal well-being. (Author/RLV)

ED 181 138 UD 020 067

Mohapatra, Manindra Kumar
Attitudes of Overseas Indians in the USA Toward the Emergency and Janata Party Policies: Some Empirical Findings.
Old Dominion Univ., Norfolk. Dept. of Political Science.
Pub Date-78
Note-26p.; Paper presented at the Annual Meeting of the Association for Asian Studies (30th, Chicago, IL, March 31-April 2, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Asian Americans, Caste, Civil Liberties, Energy, Food, Freedom of Speech, *Indians, *Needs Assessment, Political Affiliation, *Political Attitudes, *Political Issues, Population Growth, *Public Policy

Unofficial estimates suggest that there are a quarter million people of East Indian origin in the United States. This paper focuses on the attitudes of these overseas Indians toward public policy priorities in India. A sample of 1129 people of East Indian origin listed in an ethnic biographical dictionary were mailed a 96-item comprehensive questionnaire. A total of 213 usable questionnaires indicating high, medium, and low priority for specific areas were returned. Tentative conclusions reported include: (1) most overseas Indians do not accord high priority to policy areas relating to freedom of the press and human rights population control, food production, energy resources, and poverty eradication are of greater concern; (2) the controversial nuclear energy development policy of the Indian government has a very low priority; (3) partisan support among the overseas Indians seems to be associated with their attitudes toward policy priorities in certain areas, but caste origin is clearly a significant correlate. (Author/RLV)

ED 181 139 UD 020 069

Gibson, Jessie M.
Affective Parent Education in Philadelphia.
Philadelphia School District, Pa.
Pub Date-78
Note-15p.; Not available in paper copy due to reproduction quality of original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, *Black Culture, *Blacks, *Family Environment, Parent Attitudes, *Parent Education, Parenthood Education, *Parent Influence
Identifiers-Affective Education Program, Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia)

It is apparent that the family, and the parents in particular, are powerful influences on the child's learning, even before the child reaches school. The home is the place where children learn first, and the extent to which they learn later in life is determined greatly by what goes on at home. The Affective Education Program, a Title I funded program, developed the parenting aspect of the program with the black parent and child in mind. Some of the special concerns one should be attentive to when working with the black community include: (1) priorities are different maintenance and survival are primary concerns; (2) there is a general distrust and suspicion of institutions and the people who run them; (3) there is a need for parents to share valuable insights learned through generations of living in oppression, but there also is a need to be open and flexible to new ideas in order to help the child adjust to present realities; (4) the constant bombardment of negative stimuli from a hostile society produces low expectations at school and home; (5) there is an ambiance of physical danger in the black community and educators should be aware of its effects on the parent-child relationship; (6) the incidence of teenage pregnancy is high and there should be some preparation for, and some awareness raised about, the role of parents. (Author/RLV)

ED 181 140 UD 020 070

Mohapatra, Manindra Kumar

Orientations of Overseas Indians Toward Discrimination in American Society: Preliminary Findings from a Survey Research.

Old Dominion Univ., Norfolk. Dept. of Political Science.

Pub Date-Nov 77

Note-41p.; Not available in paper copy due to reproduction quality of original document; Working paper prepared for the Annual Conference on South Asian Studies (6th, Madison, WI, November 4-6, 1977)

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Asian Americans, Caste, Demography, Equal Education, *Equal Opportunities (Jobs), Ethnic Groups, Housing Discrimination, *Immigrants, *Indians, Minority Groups, *Social Discrimination

This report analyzes discrimination experienced by overseas Indians in the United States, concentrating on those Indians who are listed in biographical dictionaries. Discrimination is reported to exist especially in administrative positions. Despite this, it is concluded that most Indians in the United States, perhaps because of their awareness of the role of caste in India, reject the idea of a protected class status for their group in this country. (WP)

Mohapatra, Manindra Kumar

Political Dimensions of Asian-American Ethnicity: A Case Study of Asian-Indians.

Old Dominion Univ., Norfolk. Dept. of Political Science.
Pub Date-1 Dec 79
Note-13p.; Not available in paper copy due to reproduction quality of original document; Paper prepared for the Conference of Virginia Political Scientists (Fairfax, VA, December 1, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Asian Americans, *Ethnicity, *Immigrants, *Indians, Minority Groups, *Political Attitudes, Racial Discrimination

The decision of the United States Census Bureau to make a distinct classification of Asian-Indians is indicative of the growing awareness of this minority group on the American scene. The Asian-Indian organizations found in this country can be classified as parochial (based on language or caste) or Pan-Indian. These groups serve as foci for Asian-Indian self-consciousness in America and concern for events in India. Related to this is the growing participation of Asian-Indians in American political life and the continuing debate among them as to their most effective role in American society. (WP)

ED 181 142 UD 020 072

Barclay, Suzanne And Others

Schooling and Work Among Youths from Low-Income Households; A Baseline Report from the Entitlement Demonstration.

Manpower Demonstration Research Corp., New York, N.Y.
Pub Date-9 Apr 79
Note-252p.; Not available in paper copy due to institution's restriction; Tables may be marginally legible due to small print
Available from-Manpower Demonstration Research Corporation, Office of Publications/Public Information, 3 Park Avenue, New York, NY 10016 ($3.00)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Demonstration Programs, *Disadvantaged Youth, Dropout Prevention, *Dropout Programs, Federal Programs, Labor Force Nonparticipants, *School Holding Power, Secondary Education, *Unemployment, Work Attitudes, *Work Experience Programs, Young Adults
Identifiers-*Youth Employment and Demonstration Projects Act

Unemployment among young people, particularly for minorities and the disadvantaged, has been a persistent and growing problem in this country for the past decades. In response to this situation, Congress in 1977 enacted the Youth Employment and Demonstration Projects Act, the first comprehensive job and training legislation devoted solely to youth unemployment. One of the initiatives established under this Act is the Youth Incentive Entitlement Pilot Projects, also known as the Youth

Entitlement Demonstration. These projects are intended to demonstrate the efficacy of combined work and education or training as a remedy to high youth unemployment, low labor force participation and excessive school dropout rates. The Entitlement Demonstration is targeted for youth between the ages of 16 and 19 who reside in low-income households and who have not received a high school diploma or its equivalent. Survey results indicate that Entitlement demonstrations are serving the youth population most in need and are using innovative approaches to providing jobs while discouraging the dropping-out of school. The success of these approaches is likely to depend upon: (1) youth perceptions of the attractiveness of the job offer; and (2) the extent to which program operators are able to provide meaningful job experiences, accurate monitoring of school and work performance, and believable deterrents to participant non-performance. (RLV)

ED 181 143 UD 020 074

Walker, Decker F.

The Structure of Goals, Knowledge, and Curricula in Schooling.

Pub Date-15 Dec 77
Note-64p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Class Activities, *Class Organization, *Curriculum *Educational Research, Elementary Secondary Education, *Intellectual Disciplines, Relevance (Education), *School Organization, *School Role, Social Influences, Social Structure, Student Motivation, Testing

Knowledge, curricula, and goals are implicated in some way in practically every organizational feature of schools. This paper begins with classroom activities as the most microscopic structure of interest to students of schooling processes. It progresses from there to the various forms of structure found in classrooms, to school and community structures, and finally to school system and social system structures. School subjects, evaluation of student performance, relevance of teaching materials and activities, school goals, and standardized testing are among the subjects discussed in these contexts. It is recommended that research strategies seek to discover relationships between specific features of schooling and specific individual and social outcomes. (Author/RLV)

ED 181 144 UD 020 076

Hunt, Neen Woods, Jerry

Interrupted Education: Students Who Drop Out.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date-30 Sep 79

Note-128p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Discipline, *Dropout Attitudes, *Dropout Prevention, *Dropout Programs, Dropout Rehabilitation, *Dropouts, Elementary Secondary Education, Program Evaluation, School Holding Power, *Teacher Attitudes

Identifiers-*New York (New York)

The data for this report on school dropouts in New York City were collected by means of in-depth interviews with high school staff members, students, and dropouts. A total of 229 persons were interviewed in 53 high schools with dropout prevention programs distributed throughout the city. All respondents were asked approximately 50 open-ended questions which allowed them to comment freely on a wide variety of issues. The report is divided into four major sections. The first section discusses problems that lead to dropping out, student perceptions of dropout prevention programs, the importance of early dropout prevention, and the evidence that dropouts can be successfully remediated. Section II is subdivided into eight chapters, each discussing reasons for the dropout problem as understood by staff members in the interview sample. Included in these chapters are discussions of attendance, academic failure, and discipline. Section III presents a discussion of the common elements of successful programs and the problems which have caused some programs to be i***fective. Recommendations for elementary, middle, and high schools are presented in Section IV. (Author/RLV)

ED 181 145 UD 020 078

Davis, Richard A.

Black-White Adolescent Differences in Locus of Control A Secondary School Curriculum-Based Analysis.

Pub Date-Oct 79
Note-29p.; Paper presented at the Regional Conference of the National Association for Interdisciplinary Ethnic Studies (Boone, NC, October 25-27, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Grouping (Instructional Purposes), *Locus of Control, *Racial Differences, Secondary Education, Socioeconomic Status, *Student Placement

This paper examines the influence of the curriculum placement process on students' perception of internal control. Employing cross-sectional data for a national sample of adolescents, the relative importance of the following variables on perceptions of internal control are evaluated: actual curriculum placement, the degree of student choice in where they get placed, ability, socioeconomic status, and race. The data show that more white than black adolescents reports a high degree of internality. However, the relationship between locus of control and race is reported to be greatly diminished when the curriculum placement process is controlled for. It is suggested that adolescent racial differences on locus of control may be due largely to race-based experiential differences rather than to minority status itself. (Author/RLV)

ED 181 146 UD 020 081

Stewart, Dorothy Granberry

A Panorama of the Desegregation of Historically Black Public Colleges.

Pub Date-1 Sep 79

Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (New York, NY, September 1, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Colleges, Black Culture, *Black Education, Blacks, *College Integration, Higher Education

The civil rights struggle has created different perspectives on the place and role of black public colleges in American education today. It has been recommended that these schools, following the public school example, be absorbed or ``engulfed'' by the white educational structure. This recommendation reinforces the view that black institutions are, per se, inferior. However, black colleges are valuable in assuring blacks continued access to all aspects of higher education and recognition of the black perspective in the American mainstream. If these schools are to be desegregated, that process must be accomplished by a sensitivity to the educational needs and social aims of the black community. (Author/WP)

ED 181 147 UD 020 082

Howell, Gladys David

Political Attitudes, Participation and Activitism: A White Ethnic Case Study.

Pub Date-26 Oct 79

Note-16p.; Paper presented at the Regional Conference of the National Association of Interdisciplinary Ethnic Studies (Boone, NC, October 26, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Acculturation, *Activism, *Arabs, *Ethnicity, Immigrants, *Political Attitudes, Social Organizations

Identifiers-Florida (Jacksonville)

The Middle Eastern ethnic community of Jacksonville, Florida, derives from three phases of immigration. During Phase I, 1890-1920, the first pioneers made an initial adaptation and began the formation of an ethnic community. During Phase II, 1920-1950, the group grew because of the arrival of a small number of new immigrants as well as through natural increase. These two phases were characterized by great emphasis on acculturation and assimiliation in all aspects of life, including patriotism and civic duty, though pluralism was also expressed through ethnic organizations. After 1950, following the establishment of the state of Israel, a new wave of immigrants from the town of Ramallah came into Jacksonville. These people have been more separatist in outlook than the earlier immigrants. They express greater commitment to the Arab cause in the Middle East through membership in organizations and through financial contributions. In terms of expressed sympathy for the Arab cause, however, the immigrants of Phases I and II and their descendants are just as supportive as the more recent immigrants of Phase III. (Author/BE)

Management Training Needs of Women and Minorities: A Literature Review.
Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-Aug 79
Note-37p.; Not available in paper copy due to reproduction quality of original document; For a related document see UD 020 084
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($2.50)
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Research, *Females, *Management, *Management Education, *Minority Groups, Psychological Characteristics, Sex Differences, Sex Discrimination, Social Behavior

The purpose of this literature review is to identify the unique knowledge, skills, and interpersonal needs of women and minorities who hold or aspire to managerial positions in educational research and development. The first tasks toward the goals of providing expanded opportunities for the training of women and minorities and developing effective institutional approaches are seen as: (1) the identification of the unique needs of this population that set them apart from the traditional mainstream routes to managerial positions; and (2) the identification of ways in which those needs can be met through training. The assumption is made that the unique training needs are most likely related to the social and psychological behavior of individuals and groups in business and management. With this assumption in mind, the review is limited to the following topic areas: (1) women and minorities in education R&D management; (2) women in management; (3) minorities in management; and (4) training needs of women and minorities in business and management. The focus within these topic areas is on the unique social, psychological, and political factors aiding or impeding the development of women and minorities. An overview of the literature is followed by an annotated bibliography, a general bibliography, and a bibliography of ERIC listings on women and minorities in education and management. (Author/RLV)

ED 181 149 UD 020 084

Women and Minorities in Management: A Survey of Metropolitan Philadelphia Corporations.

Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-Aug 79
Note-61p.; Not available in paper copy due to reproduction quality of original document; For a related document see UD 020 083
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($4.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administration, *Females, *Leadership Training, *Management, *Management Development, *Management Education, *Minority Groups
Identifiers-*Pennsylvania (Philadelphia)

This study was designed to determine whether research and development management is addressing properly the training needs of minorities and women. A survey of Philadelphia corporations indicated that women and minorities were relatively new to managerial ranks and were generally concentrated in lower-management positions. However, some progress in this area is reported. The recent increase in the number of women and minorities in first-level management positions is attributed to: the emergence of well-educated women and minority-group members; the use of legal action to remedy discriminatory practices; and the increased enforcement of affirmative action laws. It is indicated that women and minorities may need additional training in certain management skills, but that few corporations are responding effectively in this area. The report concludes that it remains problematic whether minorities and women will ever attain a significant number of high managerial positions. (WP)

ED 181 150 UD 020 085

Kaeser, Susan C.

Orderly Schools that Serve All Children; A Review of Successful Schools in Ohio.

Citizens' Council for Ohio Schools, Cleveland.
Spons Agency-Sherwick Fund, Cleveland, Ohio.
Pub Date-Jul 79
Note-44p.; Photographs may not reproduce clearly
Available from-Citizens' Council for Ohio Schools, 517 The Arcade, Cleveland, OH 44114 ($3.00)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Demonstration Programs, *Discipline Policy, *Dropout Prevention, Dropout Problems, *School Organization, *Student Motivation, Suspension, Teacher Role
Identifiers-Ohio

Large numbers of school age youth in Ohio are not in school, sometimes because they lack motivation, in other cases because of misbehavior or attendance problems. This report examines school motivation and discipline problems and describes how a small sample of Ohio schools have worked to create orderly schools where children are motivated, attendance is high, suspension is not relied on to create order, and children are learning. It is reported that the experience of these schools indicates that discipline does not have to be an overriding crisis in public schools; that the racial or economic characteristics of the student body of a school do not determine whether things run smoothly or not; that excluding large numbers of children from school does not need to be the standard practice; and that expensive special programs are really not the place to look for solutions. Two basic approaches to school motivation and discipline problems are reported as notably successful in these schools: one adds special programs for children who exhibit discipline and motivation problems; the second prevents problems by attending to the details of providing quality education throughout the school. (RLV)

ED 181 151 UD 020 086

Cohen, Elizabeth G.

The Desegregated School: Problems in Status Power and Interracial Climate.

Stanford Univ., Calif. Center for Educational Research at Stanford.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Grant-OB-NIE-G-78-0212
Note-44p.; Paper presented at the American Psychological Association meeting (New York, NY, September 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Black Students, Cooperation, *Educational Status Comparison, Elementary Secondary Education, Individual Power, Informal Organization, Integration Effects, *Power Structure, *Race Relations, *Reading Ability, *School Integration, Self Concept, *Social Behavior, Social Status

Social processes in desegregated schools are much more complicated than is generally thought. Data from three desegregated schools are used to highlight the operation of two social processes which have an impact on the interracial behavior of students. One process stems from an academic status ordering, the other comes from power relations in the informal world of the students. There was abundant evidence of the strength of the status characteristic of reading ability in the three schools. The dominance of higher ranking readers over lower ranking readers was apparent when a mixed status group was given a collective task which forced them to evaluate each other's contributions. The low status student is affected not only by his or her own low general expectations for competence, but by low competence expectations from classmates. With regard to the second social process involving power relations among students, many black students were seen by both white and black classmates as being highly influential. This attributed power is a strong predictor of social status, just as is academic status. Therefore, student social power can become an effective treatment for problems stemming from academic status distinctions. (RLV)

ED 181 152 UD 020 087

Gaile, Gary L. Yardley, Susan A.

Urban Age and Urban Decline.

Pub Date-May 79
Note-13p.; Paper presented at the Annual Meeting of the Canadian Association of Geographers (Victoria, British Columbia, Canada, May, 1979); Not available in paper copy due to reproduction quality of original document
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*City Demography, *City Problems, Income, Manufacturing Industry, Population Trends, Racial Distribution, *Urban Areas, Urban Population, Wages

While there exists considerable sentiment about the older urban areas of the United States, little empirical work dealing explicitly with the problems of these areas has been done. This study is a preliminary investigation into the use of urban age as an independent variable. Preliminary results indicate that: (1) racial transition is not related to urban age; (2) population decline is only weakly related to urban age; (3) wages and incomes are not related to urban age; (4) older cities do not have a higher percentage of employment in manufacturing compared to younger cities; and (5) there is little relationship between land area and urban age, while there is a significant relationship between urban age and population density. Thus older areas may enjoy certain economies of scale and agglomeration. These results signify that the economic health of older urban areas may be more robust than expected and that the myths of urban age are probably based on urban size or regional differences rather than on age itself. (Author/GC)

ED 181 153 UD 020 088

Planning for Multicultural Education as a Part of School Improvement.

California State Dept. of Education, Sacramento. Bureau of Intergroup Relations.
Pub Date-79
Note-34p.; Not available in paper copy due to institution's restriction
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.25)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cultural Differences, *Cultural Pluralism, Curriculum Development, Elementary Secondary Education, Ethnic Studies, Minority Groups, *Multicultural Education, *Program Development, Social Integration
Identifiers-California

This handbook delineates the planning necessary for the development of a program of multicultural education, a concept defined as the recognition of the value of all people in their racial, ethnic, cultural, religious, and physical differences. Included are discussions of options (either student or curriculum-oriented) in developing multicultural education and sample activities that can be employed. A format for ongoing planning and evaluation is also provided. Appendices include legal references, the California State Board of Education policy on multicultural education, and a bibliography. (WP)

Wirtenberg, Jeana
Cultural Fairness in Materials Development.
Pub Date-27 Apr 78
Note-34p.; Paper presented at the Skills Workshop of the Women's Educational Equity Act Program (Washington, D.C., April 27, 1978); Not available in paper copy due to reproduction quality of original document
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Child Development, Cultural Differences, Cultural Pluralism, Ethnic Stereotypes, *Females, *Minority Groups, *Multicultural Textbooks, *Racial Discrimination, Self Concept, *Sex Discrimination, Sex Stereotypes, *Textbook Bias

The most recent evidence available indicates that prejudice against minorities and women is still widespread in America. Schools have not only failed to combat these prejudices, but they have often served to actively promote them. Textbooks generally ignore the position of minority Americans in contemporary life and often discuss minority history from a distorted perspective. The assimilationist ideology deemphasizes cultural differences, while the cultural pluralist ideology exaggerates them. Some combination of the two would work best for curriculum reform. Publishers and schools have responded to the problem of textbook bias by romanticizing about reality and avoiding controversial issues. Textbooks should not avoid, distort, idealize, or romaticize about controversial issues related to minorities. Research in the area of textbook bias demonstrates that: (1) racial prejudice has a negative impact on the development of minority children; (2) certain reader traits can either enhance or minimize the effects of reading on attitude change; and (3) nonacademic aspects of reading content, including sex-typing and minority representation, influence a wide range of factors related to children's achievement in school. Methodological and conceptual shortcomings plague much of this research; there is a clear need for additional research in this area. (Author/RLV)

ED 181 155 UD 020 090

American Women of Color: A Bibliography of Current Sources.

Wisconsin Univ. System. Women's Studies Librarian at Large.

Pub Date-1 Aug 79

Note-26p.; Not available in paper copy due to reproduction quality of original document

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-American Indians, Asian Americans, Blacks, *Females, *Minority Groups, Spanish Americans, *Womens Studies

This bibliography of articles, books, and government documents is arranged by ethnic group (Asian American, black, Chicano, Latino, and Native American women) with a section on comparative studies. An index provides subject access to this listing of materials published from 1977 through 1979. (WP)

ED 181 156 UD 020 092

Williams, Georgia

School Resegregation: Residential and School Process Study. A Collaborative Leadership Planning/Training Project, Third Year: 1978-79. Final Report.

Berkeley Unified School District, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Desegregation Studies Div.

Pub Date-Aug 79

Contract-400-76-0104

Note-302p.; Not available in paper copy due to reproduction quality of original document; For a related document see UD 020 052

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annotated Bibliographies, *Community Involvement, Court Cases, Educational Legislation, Housing Patterns, Program Descriptions, Racial Segregation, *School Community Cooperation, *School Community Relationship, *School Integration, *School Resegregation, Staff Role

Identifiers-*California (Berkeley), Collaborative Dialog for Change in Desegregation

This report summarizes the work undertaken by the Berkeley Unified School District's (BUSD) project to define a collaborative leadership planning/training model to combat school resegregation. In 1972, four years after full desegregation, the BUSD experienced a marked shift in the school population and its distribution. In 1976, the BUSD committed itself to cooperative action between school officials and municipal decision-makers to resist apparent resegregation trends. The first years of the three-year federally funded study witnessed the definition of the problem and the development of a collaborative hypothesis. During the second year attention was focused on the inside factors which tend to cause resegregation, such as the flight of white students to private schools, segregation of students within schools, staff ethnic patterns and staff age. Also examined were factors outside schools which could cause resegregation, such as housing patterns, employment realities, court decisions and legislation. The Collaborative Dialog for Change in Desegregation (CDCD) was developed in the project's third year. The basic assumption of CDCD was that a continuing, guided, collaborative action between schools and city decision-makers would ameliorate or avoid a natural tendency toward school resegregation. It specified the strategies and resources to be mobilized in counteracting the resegregation trend. Appended to this report are an annotated bibliography of recent literature on desegregation and resegregation, summaries of relevant court cases and legislation, and a listing of technical assistance resources. (RLV)

ED 181 157 UD 020 111

Cunningham, George K. Husk, William L.

The Impact of Court-Ordered Desegregation on Student Enrollment and Residential Patterns in the Jefferson County Kentucky Public School District, Final Report.

Jefferson County Education Consortium, Louisville, Ky.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-30 Jun 79

Contract-400-76-0097

Note-225p.; Not available in paper copy due to reproduction quality of original document

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Black Students, Bus Transportation, Caucasian Students, Elementary Secondary Education, *Enrollment Trends, *Integration Plans, Integration Studies, Metropolitan Areas, Parent Attitudes, *Parent Reaction, *Residential Patterns, *School Integration, Student Transportation

Identifiers-*Kentucky (Jefferson County), Kentucky (Louisville)

After reviewing the literature on school desegregation and the background of the comprehensive metropolitan school desegregation plan implemented in Louisville and Jefferson County in 1975, this report analyzes school enrollment and residential changes in the years after the plan was implemented. Data are presented for public and non-public school enrollment for both black and white students, and changes in enrollment are reported by type of school, geographical location, and former status and exempt status of the school. Residential changes for both black and white families are reported by those who moved out of the county, those who moved within the county, and those who transferred their children to non-public schools. Results of surveys of parents concerning desegregation, busing, and quality of education are correlated with the age and socioeconomic status of the parents. The data collected are discussed and analyzed, and recommendations are made for future desegregation planning. Appendices provide demographic data, a chronology of desegregation events in the county, maps and charts of the area, procedures for calculating expected enrollment, interview schedules and results, parent surveys, and statements on school integration, racial justice, and reconciliation by a Catholic Archbishop. (WP)

ED 181 158 UD 020 112

Goldman, Marshall Guttenberg, Richard

A Functional Analysis of the 1977-1978 New York City Board of Education Budget.

New York City Board of Education, Brooklyn, N.Y. Office of the Deputy Chancellor.

Pub Date-Oct 77

Note-41p.; Not available in paper copy due to print size of original document; Report prepared by the Project Management Unit

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Budgets, *Educational Finance, Elementary Secondary Education, *Expenditure Per Student, Financial Policy, *Operating Expenses, Program Budgeting, School Personnel, Special Education

Identifiers-*New York City Board of Education

This report analyzes the New York City Board of Education's planned expenditures for the 1977-1978 fiscal year. The report is designed to give the public a brief yet understandable overview of the Board of Education's annual budget. Allocations for eight functional areas (direct instructional programs, indirect instructional programs, ancillary pupil support programs, school buildings, city and districtwide administration, miscellaneous expenses, dept service, and non-public and adult education) are presented in terms of monetary amount, percentage of total expenditure, and source of funding. Instructional costs are broken down into three levels (elementary and junior high, high school, and special education); total expenditures and per-pupil-costs are provided for each level. Expenditures for public school pupils, direct instructional programs, administration, and pupil transportation are discussed in greater detail. (Author/BE)

ED 181 159 UD 020 114

Montilus, Guerin C.

Africa in Diaspora: The Myth of Dahomey in Haiti.

Pub Date- 79

Note-23p.; Page 5 (map) has been deleted due to copyright restrictions

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-African Culture, *African History, African Languages, *Anthropological Linguistics, Diachronic Linguistics, Ethnic Origins, *Haitian Creole, Language Research, Linguistic Patterns

Identifiers-Africa, Dahomey, *Haiti

Although many scholars have regarded Dahomey as the homeland of the Haitian people, this analysis may not withstand rigorous historical and linguistic scrutiny. The Haitian expression "Neg Danhonmen" (blacks from Dahomey) is not primarily an historical reference but a mythical one that looks back to a glorious past and presents itself today as a vehicle of ethical standards and social control. Danhonmen is a symbolic term that reflects the collective consciousness of the Haitian people and evokes the basic concerns and motifs informing Haitian life and values. (WP)

Genova, William J. Walberg, Herbert J.

Promoting Student Integration in City High Schools: A Research Study and Improvement Guide for Practitioners. Executive Summary.

TDR Associates, Inc., Newton, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Contract-400-78-0062
Note-10p.; Not available in paper copy due to light print; For a related document see UD 020 117
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Black Students, Caucasian Students, *Integration Methods, Integration Studies, Minority Groups, Parent School Relationship, *Racial Attitudes, *School Integration, Secondary Education, *Student Attitudes, *Student School Relationship, Student Teacher Relationship

This summary report of a study of school integration (defined here as the extent to which students of different racial and ethnic backgrounds know and get along with each other) indicates that school integration is advanced by the following practices: social mixing, racial fairness, staff support for integration, security, staff modeling, and multicultural exposure. A high correlation is also reported between school integration and educational climate (student involvement in school activities, equal treatment, academic environment, and so on). Since these factors are all within the control of the school, it is urged that school personnel take those steps indicated for positive student relationships. (WP)

Genova, William J. Walberg, Herbert J.

Promoting Student Integration in City High Schools: A Research Study and Improvement Guidelines for Practitioners. Final Report.

TDR Associates, Inc., Newton, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Contract-400-78-0062
Note-146p.; For a related document see UD 020 116
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Black Students, Caucasian Students, *Integration Methods, Integration Studies, Minority Groups, Parent School Relationship, Questionnaires, *Racial Attitudes, *School Integration, Secondary Education, *Student Attitudes, *Student School Relationship, Student Teacher Relationship

In this study of juniors in racially mixed high schools, student attitudes and behavior toward people of different racial and ethnic backgrounds are reported to be significantly related to school integration practices (racial mixing, racial fairness, staff support for integration, security, staff modeling, and multicultural exposure) and thirteen school climate factors (including student involvement, learning orientation, and equal treatment). The report indicates that since these factors are generally under the control of the school, they can be formed and utilized for the purpose of attaining school integration. It is recommended that specific integration practices (such as racial mixing) receive concrete form in activities such as cooperative learning teams, athletic teams, and one-to-one activities. Other guidelines and recommendations for improving student integration are also delineated. The report also contains a nine-step improvement process for school integration that relies on the above findings and specifies the nature of support and resources necessary for a school to achieve better racial relations. A bibliography and tables are included and are followed by appendices containing a questionnaire for students that reveals their attitudes on school integration and climate, the criteria for items appearing in the questionnaire, technical properties of the instruments used in the research, and the mean and standard deviation values employed in the study. (WP)

Fitzpatrick, Joseph P. Gurak, Douglas T.
Hispanic Intermarriage in New York City: 1975. Monograph No. 2.
Fordham Univ., Bronx, N.Y. Hispanic Research Center.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Minority Group Mental Health Problems.
Pub Date-79
Grant-1R01-MH30569-01
Note-109p.; Not available in paper copy due to institution's restriction
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Acculturation, Cubans, Demography, Dominicans, Intergroup Relations, *Intermarriage, *Marriage, Migration Patterns, Population Trends, Puerto Ricans, Socioeconomic Status, *Spanish Americans, Spanish Speaking
Identifiers-*New York (New York)

This report seeks to determine trends in assimilation among Hispanic Americans with special attention to the question of intermarriage. After reviewing the different Hispanic groups found in New York City, the report indicates that intermarriage rates (with the exception of those for Puerto Ricans and first-generation Dominicans) are high among Hispanics. Most of these intermarriages take place with members of other Hispanic groups but, it is reported, the second generation has witnessed a marked increase in marriages with non-Hispanics. It is also noted that exogamy is generally associated with higher occupational status, a factor especially true for brides. Other data concerning intermarriage are presented, and recommendations are made concerning administrative and research needs. Bibliography and tables elucidating demographic and marriage patterns are included. (Author/WP)

ED 181 163 UD 020 119

Women Still in Poverty.
Commission on Civil Rights, Washington, D.C.
Report No.-USCCR-CP-60
Pub Date-Jul 79
Note-54p.; Appendices may be marginally legible
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Child Care, *Economic Disadvantagement, *Equal Opportunities (Jobs), *Females, Poverty Research, *Sex Discrimination, Welfare Recipients, Working Women
Identifiers-*AFDC Programs, *Work Incentive Program

Poverty remains a persistent problem for many women, and certain features of American life serve to keep them in a disadvantaged economic position. The welfare system is so arranged that many of its programs (such as the Work Incentive Program) favor men or (as in the case of Aid to Families with Dependent Children) force poor women to place their children in Day Care Centers even when this violates the mother's wish. In many instances the child care provided is inadequate. Women also suffer employment discrimination and this, coupled with traditional notions of job categories, has kept a disproportionate number of women in positions that pay poorly and offer little prospect of advancement. These institutional forces all tend to perpetuate poverty among women. (WP)

ED 181 164 UD 020 124

Johnson, Whittington B.

Afro-New World Studies: A New Name and Orientation.

Pub Date- 78

Note-15p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Black Culture, *Black Education, *Black Students, *Black Studies, College Programs, Higher Education, *Student Attitudes, Student College Relationship

Recent years have indicated a shift by black students in their attitudes toward Black Studies programs. These students now judge programs by their pragmatic, rather than polemical, value in serving as an entree to professional schools. This trend is paralleled by a declining economic situation which may force colleges to terminate programs they consider marginal. Black educators should respond to these trends by re-evaluating their Black Studies programs (many of which ought to be called Afro-New World Studies, since they do not limit their focus to blacks in the United States). Black Studies departments must articulate goals that are as academically oriented as those of other departments, and must also compel their students to attain basic verbal and analytical skills. Finally, these departments ought to reflect the basic strengths of the colleges where they are found. (WP)

ED 181 165 UD 020 127

A Brief Annotated Bibliography on (1) Societal Futures; (2) Educational Futures; (3) Educational Alternatives and Change; (4) Resources: Societal and Educational.

California State Dept. of Education, Sacramento.
Pub Date-Jun 79
Note-20p.; Not available in paper copy due to institution's restriction
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Annotated Bibliographies, *Educational Alternatives, *Educational Change, *Educational Trends, *Futures (of Society), Social Change, World Affairs

Publications selected to provide educators with information about changing societal values, attitudes, technologies, jobs, lifestyles, and political structures, and about the implications of these changes vis-a-vis education and educational processes, are listed in this annotated bibliography. Part I lists and annotates 41 books representing a cross-section of views of societal futurists. Seventeen references on the field of educational futures are presented in Part II. Part III comments on 15 books on educational change that might offer implementation assistance at the school or district level. Part IV lists 13 organizations which can provide information about societal and educational futures. References which are of special interest to those beginning a study of the future are noted in each section. Also presented are lists of additional writers whose works may be of interest. (Author/RLV)

ED 181 166 UD 020 128

Glines, Don

Schooling to Learning: The Eighties and Beyond.

Pub Date-8 Jan 80
Note-17p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, *Educational Alternatives, Elementary Secondary Education, *Futures (of Society), Higher Education, Information Systems, Long Range Planning, *Relevance (Education), *Social Change, Teacher Education, *Technological Advancement, Trend Analysis
Identifiers-Minnesota Experimental City

The next decades offer the possiblity of substantive changes in our perceptions of learning. The potential changes would affect all levels of learning, from early childhood to adulthood. As a result, teacher education programs must consider coming transitions. For such transitions to occur, educators should first examine the potential alternative futures by considering such areas as energy, population, ecology, technology, oceans, space, and lifestyles. Second, the implications for education of these potential global conditions need analysis. Third, educators must determine whether the global dilemmas and their educational implications have significance for practical now-oriented programs within current budgets and political realities. There is mounting evidence to support the notion that current education systems are obsolete. Education must develop new kinds of institutions which would incorporate current and potential global conditions into the curriculum. Such approaches as the proposed Minnesota Experimental City, a living/learning environment, provide one option. Other approaches, such as the school-within-a-school method, would require very little in terms of money or organizational effort, but could provide the impetus for continuing and greater transformations of the educational system to better prepare students for the future world in which they will live. (Author/RLV)

Ability Grouping

Ability Grouping and Students' Self-Esteem. ED 181 016

Ability Identification

Every Child is Gifted. A Resource Guide to Multi-Talent Activities for Teachers Based Upon Experience With Middle School Students. Occasional Paper Series No. 3. ED 180 963

Abstract Reasoning

Moral Development: How Adults Reason With Children. ED 179 830

Abstracts

Current Awareness in Health Education. Experimental Issue No. 1. ED 180 978

Operation Resource: Abstracts of Current Curriculum Development Activities in Industrial Arts Teacher Education. 1979 Update. ED 179 779

Resources in Education (RIE). Volume 15, Number 5. ED 179 682

Academic Achievement

Affective Parent Education in Philadelphia. ED 181 139

The Attainment of Selected Mathematical Competencies by High School Students in Saskatchewan. S.S.T.A. Research Centre Report No. 48. ED 180 777

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